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ABSTRACT

This document reports on a physical education teacher's attempts to design a physical education curriculum that would meet the needs and interests of students who were no longer required to take physical education due to changed graduation requirements. The report's first section provides an introductory overview of the problem and the teacher's proposed solution and also discusses research design and methodology. The second section details a review of research literature regarding physical education curricula. Section 3 discusses the first stage of the study, in which questionnaires regarding physical education needs and interests were developed and distributed to physical education students, physical education staff, guidance counselors, and physical education department chairpersons. The study's second stage is reported in the fourth section, where the teacher changed some of the curricular aspects to meet the needs and interests expressed by the questionnaire respondents. End results indicated that staff enjoyed teaching more, students participated with greater enthusiasm, and an improved environment more conductive to learning was developed. Needs still requiring attention included better organization, leadership, communication within the department, and a more demanding cognitive and psychomotor domain. References are included and the study instruments are appended. (CB)

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# DEVELOPMENT, IMPLEMENTATION AND EVALUATION OF A REVISED PHYSICAL EDUCATION PROGRAM FOR WM. HORLICK HIGH SCHOOL

By

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a field research report

submitted in partial fulfillment

of the requirements for the degree of

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Nothing we do,

however virtuous,

can be accomplished alone. . .

Reinhold Niebuhr

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## FOCUS

The "Reorganization" of the Racine Unified School District in 1983 transformed the school system from a K-6, 7-9, 10-12 to a K-5, 6-8, 9-12 structure. In conjunction with this change, high school academic graduation requirements were increased and physical education graduation requirements were decreased.

Due to this change in graduation requirements, many students are not being exposed to the benefits of the physical education program. It is my personal belief that these students are not only missing the obvious physical benefits of a strong physical education program, but are missing the accompanying social, emotional, mental and recreational benefits as well.

By evaluating current physical education curriculum research and existing high school physical education programs, I designed, implemented, and evaluated a new physical education program for my school - Wm. Horlick High School. This revised program encouraged more students to go beyond the minimum graduation requirements and choose physical education as an elective. In doing so, they were further exposed to the many unique experiences that physical education can provide.

## RATIONALE

Enrollment in physical education classes at Wm. Horlick High School in Racine, Wisconsin has steadily declined in recent years.

Three key factors leading to this decline are (a) the increase in high school academic graduation requirements, (b) the decrease in high school physical education requirements, and (c) the school's rather conventional physical education program.

Because of this declining enrollment, many students are not exposed to what I feel is an essential part of their educational experience: the emotional, social, physical, mental and recreational growth experienced in physical education classes. With this educational experience students are better able, I believe, to cope with the stresses of today's changing society.

The graduation requirements were changed due to our district's shift from a three-year to a four-year high school system. Working within this structure, I evaluated my current program, other high school programs and current research materials in order to design, implement and eventually evaluate the new program. By designing a more attractive program, I hoped enrollment would increase and also hoped ". . . to have students enjoy what we offer, so skills and knowledge will be acquired and used once formal training is over" (Paese,1983,p.63).

## RESEARCH DESIGN AND METHODS

I investigated other high school programs and available physical education curriculum research in order to discover ways in which similar high schools are adapting physical education curricula to a changing contemporary educational environment. Armed with that

knowledge, I designed and implemented content, structural or methodological revisions in the existing Horlick physical education curriculum. By evaluating these revisions through student and staff interviews, questionnaires and observations, I then determined the extent to which these changes made the Horlick program more attractive and consequently, increased class enrollment.

## Sources of Data

### Questionnaires

I constructed and distributed questionnaires to persons in each of the following groups: (1) Horlick physical education students; (2) Horlick physical education staff; (3) Horlick guidance counselors; and (4) physical education department chairpersons in other Wisconsin and Illinois high schools of comparable size.

The student instrument was group administered and covered the following domains relating to the Horlick physical education program: cognitive, affective, social, and psychomotor. The preliminary instrument was administered to a stratified random sample of forty physical education students in seven classes on January 14-16, 1986. All 40 questionnaires were returned (See Appendix A). The revised instrument was administered to a stratified random sample of 400 physical education students in June, 1986 (See Appendix H) and again in January, 1987 (See Appendix J).

The staff instrument, which covered areas similar to those assessed by students, was distributed to faculty through school

mailboxes on January 21, 1986 (See Appendix B). Ten of twelve questionnaires were returned. I revised this instrument and redistributed it in January, 1987 (See Appendix K).

The guidance counselor instrument was distributed through school mailboxes on January 29, 1986 and covered the same learning domains as the two previously-mentioned surveys (See Appendix C). Six of seven questionnaires were returned. I revised and redistributed this instrument in January, 1987 (See Appendix L).

The physical education department chairperson instrument was mailed on January 17, 1986 to fourteen Wisconsin and two Illinois high schools. A cover letter explaining the purpose of the study and requesting cooperation was included with each questionnaire (See Appendix E). The questionnaire covered the following physical education program concepts: staff-student attitudes, curriculum content, and program structure. The Wisconsin high schools were selected according to comparable enrollment while the Illinois high schools were selected on the basis of their unique physical education programs as described in their high school's physical education department handbooks. All questionnaires sent to this group were returned (See Appendix D).

Interviews

In addition to the generous complement of questionnaire data, interview data were collected from forty randomly selected physical education students and all members of the Horlick physical education staff. The interview questions were designed to elicit feelings

concerning course changes and thoughts on how to make the program more attractive as an elective course (See Appendix F, M, N).

Observations

Each week, during the first semester and second semester of 1986, I observed my own classes and those of other staff members for a ten minute period of time and recorded cognitive, affective, social and psychomotor behaviors exhibited in relationship to the physical education program. I adapted Heck and Williams' (1984, pp. 108-109) "Sample Plan for Observing Classroom Interaction" as a means of collecting observational data (See Appendix G).

## Stages of the Project

I reviewed literature, research reports, and student, staff, counselor and department chairperson questionnaire data during the winter of 1985-1986 in order to design and implement tentative changes in the Horlick program during semester two of 1986.

In June of 1986, I analyzed the data from the student survey, student-staff interviews and student-staff observations in order to finalize program changes for the fall semester of 1986.

In February of 1987, following the program's implementation period (September, 1986-January, 1987), I analyzed data from that period to determine the extent to which the newly-implemented program affected student-staff attitudes.

## CHAPTER TWO

This chapter will review the rationale for the study and describe how and why it was conducted.

### Introduction

As previously stated, the reason for the study was my concern for the declining enrollment in physical education classes at Wm. Horlick High School. This concern has also been noted in studies conducted in the secondary schools in London, Ontario (Earl & Stennett, 1983) as well as in the National Children and Youth Fitness Study (NCYFS) conducted in the United States. The NCYFS showed that "rates of enrollment in physical education decline with each successive grade, as students apparently complete requirements and elect other courses of study" (Ross, 1985, p. 74; see Table 1).

TABLE 1: Percentage of U.S. students enrolled in physical education, based on the NCYFS

| GRADE | MALE | FEMALE |
|---|---|---|
| 5 | 97.97 | 97.36 |
| 6 | 96.78 | 97.15 |
| 7 | 92.04 | 89.72 |
| 8 | 90.07 | 92.76 |
| 9 | 83.30 | 76.65 |
| 10 | 72.04 | 65.52 |
| 11 | 58.82 | 55.05 |
| 12 | 55.73 | 48.47 |
| All Grades | 81.66 | 78.88 |

Because of this trend, fewer students are being exposed not only to the obvious physical benefits but also the accompanying social, emotional, mental, and recreational benefits of a physical education program. Melograno (1984) described these benefits in greater detail: physical - optimal body functioning; social - affection, belonging, status or respect from peers; emotional - control of emotions and a positive self-concept; mental - acquisition of knowledge; and spiritual - value assessment, development and clarification. I felt that it was my responsibility, as a physical educator, to promote these benefits, which are a part of Horlick's Physical Education Department Philosophy (see Appendix I), in order for students to better cope with the stresses of our technological society and the increasing amount of leisure time they will confront. Hopefully, by revising Horlick's physical education program, students would elect it because of its attractiveness and relevance to their own personal well-being. With the above in mind, I will continue with a discussion on how and why I conducted the study as I did.

Data Gathering Procedures

> If evaluation is a process by which changes in individuals are appraised and appraisal is a value judgment about the goodness of change, then data must be obtained from a number of sources using a variety of techniques, in order to make these value judgments.
>
> (Annarino, 1980, p. 382)

Following the example of a study done in the province of British Columbia ("Assessing . . .," 1980) incorporating four different sources of data (students, parents, teachers and administrators), I chose to include Horlick's physical education students, Horlick's physical education staff, Horlick's guidance counselors and seventeen physical education department chairpersons as data sources for the study. Along with this choice, I selected a multifaceted approach (questionnaires, interviews and observations) for data collection. In using these techniques, I felt that I would be better able to focus my attention on the emerging strengths and weaknesses of the program. The following is a more thorough explanation of the sample as well as the content and design of each data collection instrument.

## QUESTIONNAIRES

### Students

In reviewing the literature, I found that both Kizer (1984) and Paese (1983) encourage the inclusion of students in the redesigning of a physical education program. "Very few individuals, students included, react negatively to a situation they had a hand in creating" (Kizer, 1984, p. 130). Given that there were approximately 1200 students enrolled in physical education during the second semester of the 1985-86 school year, one of my main concerns was to draw a large enough sample so that it would be representative of the total physical education population. I decided to take a

stratified random sample of the 9th., 10th., and 11th. graders from seven different physical education class hours over a two day period of time in May of 1986. I hoped to collect data from sixty-seven boys and girls from each of the three grade levels for an approximate total of 400 students or 33% of the total physical education population. (Note: I chose not to include the 12th. graders because they would not be readily available to complete the second part of the study in January of 1987).

TABLE 2: Number and percentage of students surveyed

| SEX | 9th | | 10th | | 11th | | TOTALS | |
|---|---|---|---|---|---|---|---|---|
| Female | 57 | 35% | 54 | 33% | 53 | 32% | 164 | 50% |
| Male | 52 | 32% | 56(98*) | 34% | 56 | 34% | 164 | 50% |
| Totals | 109 | 33% | 110 | 34% | 109 | 33% | 328 | 100% |

*Because I ended up with a disproportional number of surveys for the 10th. grade boys, I elected to systematically discard forty-two of their surveys to bring their numbers more in line with the other five groups. Consequently, of the 370 surveyed, only 328 were used as data sources for this study.

Discussions by Annarino (1980), Singer (1980), Lindeburg (1978), Melograno (1984) and in the Iowa study ("A tool . . .," 1985) of the cognitive, psychomotor and affective domains and their importance in curriculum development led me to consider each domain for instrument content questions. In the British Columbia study ("Assessing . . .," 1980), the following three domains were used: motor skill tests (psychomotor domain), knowledge tests (cognitive domain) as well as an attitude inventory (affective domain). But

even in light of this, I chose to emphasize the affective domain in which the "focus is addressed to the needs of students in terms of their attitudes about themselves, their values, and the community in which they live" (Donovan, 1978, p. 14). The intent of this study is not to disregard the importance of the cognitive and psychomotor domains in curriculum development but to glean necessary data through an affective domain approach that could set the stage for any further study of the physical education program. Annarino (1980) supports my premise that considerations should be given to the students' attitudes and interests, the structure of the program, and program content in designing or selecting program and scheduling patterns.

The preliminary instrument (see Appendix A) consisted of rankings and a mixture of multiple choice, closed and open-ended questions. The instrument was critiqued by the Horlick physical education department chairperson as well as three Horlick physical education staff members before being administered to forty physical education students. The purpose of this pilot was to check the time factor, student understanding, and phrasing of questions. A major revision in the instrument resulted due to the availability of a computer program for data tabulation designed by an assistant principal at Horlick, Mr. Robert Ware. The revised instrument (see Appendix H) consisted of two distinct parts: Part A - quantitative and Part B - qualitative. Part A was designed with a multiple choice format-one section of which used a Likert Scale-and a separate

answer sheet for ease in handling. Part B was designed with eight open-ended questions. The revisions were made to improve the phrasing, the logical grouping of concepts, and the ease in handling by the student as well as by the researcher.

Physical Education Staff

In reviewing the studies conducted in British Columbia ("Assessing . . .," 1980), in Iowa ("A tool . . .," 1985), and in California (Donovan & Monti, 1978), I agreed that physical education staff's input was vital in that their own needs, interests and expertise should be represented in the process of curriculum development. I chose to include all twelve Horlick physical education staff members in the study. Ten of twelve (83%) questionnaires that had been placed in their school mailboxes in January of 1986 were returned (see Table 3).

The content of the physical education staff questionnaire dealt with their attitudes and interests about the physical education program's content and structure.

The questionnaire (see Appendix B) contained fifteen items of both a quantitative (multiple choice and rankings) and qualitative (open-ended questions) nature.

Guidance Counselors

Because of the nature of their job--daily contact with scheduling of students--I chose to include the six Horlick guidance counselors as a third data source. I felt that their input could shed further light on the interests and attitudes students might have about

physical education as a subject area. Like the faculty, counselor's questionnaires were also placed in their school mailboxes in January of 1986. Five of the six questionnaires were returned for a 83% return rate (see Table 3).

The content of this questionnaire dealt with the counselor's perceptions of students' attitudes and interests about the physical education class structure and content. The questionnaire's (see Appendix C) design included ten items of both a quantitative (fill-ins and multiple choice items) and qualitative (open-ended questions) nature.

Department Chairpersons

To gain a broader view, I decided to include seventeen physical education department chairpersons from high schools of comparable size in Wisconsin and Illinois. These data would allow me to discover commonalities and/or differences in the area of curriculum content, class structure and/or attitudes and interests of physical education staff and students. These questionnaires (see Appendix D) were mailed in January of 1986 with a cover letter (see Appendix E), a stamped, self-addressed envelope and a dollar bill to cover postage for the return of a requested curriculum guide. (Note: A follow-up post card was sent to two of the seventeen department chairpersons urging return of the questionnaire.) All seventeen questionnaires were eventually returned (see Table 3).

| TABLE 3: Questionnaires returned | | | |
|---|---|---|---|
| SAMPLE | SENT | RETURNED | % |
| Staff | 12 | 10 | 83% |
| Counselors | 6 | 5 | 83% |
| Chairpersons | 17 | 17 | 100% |

The chairpersons' questionnaire consisted of twenty-two items of both a quantitative (multiple choice) and qualitative (listings and open-ended questions) nature.

Given the fact that 93% of the physical education student sample, 83% of the entire physical education staff, 83% of all the guidance counselors, and 100% of the physical education department chairpersons returned their questionnaires, I feel that the quantitative and qualitative questionnaire data collected from these samples are strongly indicative of those populations represented. In the following sections additional qualitative data gathering methods are discussed.

## INTERVIEWS

Personal interviews were conducted during the 2nd semester of the 1985-86 school year with forty randomly selected physical education students (from seven different class hours) and all twelve physical education staff members. Interviewees were asked about the newly added curriculum offerings at Horlick and requested to suggest ways in which Horlick could make physical education a more attractive elective course (see Appendix F for the interview protocol).

Due to the open-ended nature of the questions, respondents were free to elaborate and discuss their feelings and I was better able to gain deeper insight into their attitudes and interests toward physical education. During the ten minute interview, I was able to clarify and control the order of questions asked and collect observational notes on each respondent.

## OBSERVATIONS

The third data collection method used was the observation of students in my own as well as other randomly selected physical education classes. Small groups of students (2-3) were observed randomly once a week during 2nd semester of the 1985-86 school year. I used Heck and Williams' (1984) observation tool (see Appendix G) designed to be administered in ten minute time blocks. Notes were taken on the quantity and quality of student interaction--verbal or non-verbal--during the learning process.

### Summary

Through this multi-faceted methodological approach and analysis of data collected from four different populations, I determined the positive and negative characteristics of Horlick's physical education program. In the following chapter I will (1) discuss the analytical procedures used, (2) present the major findings from these data, and (3) offer interpretive conclusions in the form of program recommendations. Armed with these data, I designed and implemented a well-conceived and well-developed physical education program for students

that would, hopefully, improve their quality of life and have an impact on their way of living (Pangrazi, 1985).

## CHAPTER THREE

This chapter wil discuss the analytical procedures used with and present the findings from the data presented in Chapter Two. Finally, it will offer interpretative conclusions in the form of program recommendations.

### Introduction

Because of the decline in enrollment in physical education at Horlick, many students are not being exposed to the benefits of a program that may help them cope in today's changing society. By surveying four different populations through a multi-faceted approach, I was able to use the data to design a revised physical education program which was implemented in the fall of 1986 and evaluated in January, 1987. In the following text the major findings that surfaced across all four populations will be discussed. These findings fall into three major areas of interest: program content, program structure, and program goals (see Appendix I).

### Program Content

The following discussion will center on three concerns that surfaced in the area of program content: (1) the cardio-vascular activity (CVA) requirement, (2) the 9th and 10th grade swim requirement, and (3) the individual sport offerings.

CVA. Due to the change in the structure of Racine high schools in the fall of 1983 (i.e., from a three year to a four year format),

overcrowding resulted at Horlick. In order to deal with this problem in physical education classes, CVA was introduced in an attempt to both take care of large numbers of students and promote physical fitness concepts through rope jumping, walking and jogging. But within months of its implementation controversy arose which still persists today. Collectively, the physical education staff acknowledged this controversy and asked the following questions: Is CVA still needed to accommodate the physical education class enrollment? Is CVA effective in promoting fitness? Could CVA be the reason or part of the reason students are not choosing physical education as an elective? In my study of Horlick's physical education program, I felt that these related questions needed to be addressed.

When students were asked (in their questionnaires) what they liked best about CVA, they chose walking (70%) --- the least taxing and/or grueling activity --- over jogging (11%), rope jumping (11%), exercising (7%) or fitness testing (1%). When asked what outdoor individual sport they liked the least, they chose jogging (49%) over cross country skiing (17%), winter sports (14%), archery (12%), or tennis (8%). When asked which conditioning unit they liked the least, CVA (74%) was chosen over rope jumping (14%), track and field (14%), weight machine (5%), or free weights (3%). Finally, when asked how many days in a week they should have CVA, they overwhelmingly selected the fewest number of days (one day - 76%; two days - 18%).

In support of this trend, all of the guidance counselors wrote that they have had many student complaints about CVA. One counselor wrote: "They think it is a waste of time," and "They object to running, especially if they are not good at it or are overweight." Some counselors concluded that one possible reason for the complaints is that the students do not understand the benefits of CVA. A second counselor wrote: "Most students find it boring, are not sure why they are doing it, and are not sure what could be gained." While counselors' perception of student boredom may be accurate, the majority of students listed many benefits of CVA in response to the question: What do you suppose are the benefits the school sees in requiring students to take CVA? Even though the students seemed to have an understanding of CVA's benefits, their true feelings were most evident in their written replies to the question: What do you think of CVA? "It is boring," wrote one CVA critic. "It is too tiring and too much hard work," wrote another. Working hard in CVA produced additional problems, as noted by yet another student who complained: "You get all sweaty and hot." These attitudes were also reiterated in their interviews. A majority of the students stated, "I cannot stand to jog" and "I hate it." A few added, ". . . get rid of CVA, it makes everyone crabby." Interestingly, most of the physical education department chairpersons surveyed wrote similar comments about their students' attitudes toward such fitness-type activities.

The Horlick physical education staff felt that CVA is potentially beneficial in developing students physically, emotionally, socially, mentally, and recreationally if the students are interested and motivated. Unfortunately this is not the case with the majority of students at Horlick. Furthermore, staff data acknowledged problems in implementing the CVA program because of the large class sizes and student apathy. Due to bureaucratic scheduling convenience which led to Horlick's overcrowding and the subsequent large class sizes in physical education, the staff at first felt CVA was a good remedy to solve the problem of large class sizes. In retrospect, however, the staff stated that class sizes were too big for even two teachers to handle effectively. "By forcing kids to do what they dislike--there is very little carry-over value," one staff member wrote. Another recorded his frustration: "CVA is killing the program" due to large class size and apathy. Some of the students perceived the same problem. "They have no where else to put us" and "There are too many kids in CVA" are indicative of such student perceptions.

In observing many CVA classes, these negative attitudes surrounding large class sizes and apathy were reflected by both staff and students. Many students were not dressed for the activity and oftentimes those who were did not appear to work up to their potential. Some staff prodded the students (to no avail) while others did not.

Both staff and students wrote similar suggestions about CVA. Many of the staff and most of the students wanted CVA dropped. Some staff felt that it should be required at the 9th and 10th grade levels and offered as an elective to the 11th and 12th graders. The students, on the other hand, had different thoughts about required CVA:

> "I don't like it because we are forced to do it."
>
> ". . . it [CVA] should be a personal decision--to get in shape--let them [students] make it."

On the student questionnaire, the question was asked: "If CVA was not required would you choose physical education as an elective?" Fifty-five percent of the students said they would. On a similar question, the guidance counselors thought that 40% of the students would choose physical education as an elective. A second question of like content was asked of the students with no mention of a CVA requirement. It read: "Would you choose physical education as an elective?" Sixty-six percent of the students answered yes (see Table 4). This discrepancy between the two questions will be explored later in the text.

Table 4: Physical Education - an elective

| Questions | Ans. | Sex | 9th | 10th | 11th | Total |
|---|---|---|---|---|---|---|
| 11. If CVA was not required, would you choose physical education as an elective? | yes | M | 24% | 24% | 23% | 55% |
| | | F | 9% | 14% | 16% | |
| | no | M | 4% | 5% | 7% | 23% |
| | | F | 16% | 8% | 7% | |
| | maybe | M | 2% | 6% | 5% | 21% |
| | | F | 9% | 12% | 9% | |
| 18. Would you choose physical education as an elective? | yes | M | 24% | 27% | 23% | 66% |
| | | F | 20% | 19% | 17% | |
| | no | M | 8% | 7% | 11% | 34% |
| | | F | 15% | 13% | 16% | |
| 19. Are you enrolled in physical education next semester? | yes | M | 22% | 29% | 16% | 63% |
| | | F | 29% | 21% | 9% | |
| | no | M | 10% | 5% | 16% | 37% |
| | | F | 7% | 12% | 22% | |

Swimming. The second major concern regarding program content was the 9th and 10th grade coed swim requirement. The staff believed that, due to the proximity of Racine to large bodies of water (Lake Michigan, Quarry Lake Park, and various rivers), swimming should be a required unit for the first year of high school. (Note: Until the fall of 1983, this was the sophomore year.) With the previously described structural change in 1983, the staff chose to require swimming for both 9th and 10th graders because both groups were entering Horlick at the same time. (Note: 82% of the seventeen high schools surveyed require at least one unit of swimming during the first year of high school.)

Results from the student questionnaire showed that less than half of the students liked coed swim classes (see Table 5). But when asked "What do you think of swimming," a majority answered

favorably. "I like swimming" and "I think swimming is fun most of the time and good for us to learn," were typical replies. Favorable comments were again expressed when asked "What benefits does the school see in requiring students to take swimming?" One student wrote, ". . . helps overcome the fear of water" while a second stated "It is good exercise."

Even though 87% know how to swim and 67% like to swim, few elect swim after their requirement has been met. This may be explained by some of the students' comments. Many girls stated: "I don't like to get my hair wet" and "It's a hassle to get ready for my next class." Many students voiced their opinion about the school swim suit: "I don't like to wear the school swim suit." These negative comments could possibly be reflected in the students' choice of physical education as an elective (i.e., If students know that they are required to take a unit of swimming, they may opt for a different elective class altogether.) The question of why and who we are losing because of the swim requirement will be explored later in the text.

Table 5: Swim Preferences

| Grade | Like to Swim | | Like Coed Swim | |
|---|---|---|---|---|
| | Male | Female | Male | Female |
| 9th | 24% | 20% | 16% | 13% |
| 10th | 21% | 26% | 11% | 13% |
| 11th | 26% | 19% | 20% | 17% |
| Total | 71% | 65% | 47% | 43% |

Because the CVA requirement and the 9th and 10th grade swim requirement emerged as somewhat more controversial than the other major concern within the program content area (i.e., the individual sport offerings), the question arose: If given a choice between CVA or swimming which would the students choose? Seventy percent of the students chose swimming.

Sports. A third major concern dealt with student and staff interests in the individual sport offerings. The data showed that within the categories already offered, the staff ranking was quite similar to that of the students with respect to sport preferences (see Table 6).

Table 6: Sport Rankings

| Sport | Student | Staff |
|---|---|---|
| Riflery | 1 | 10 |
| Volleyball | 2 | 5 |
| Badminton | 3 | 1 |
| Softball | 4 | 6 |
| Aerobics | 6 | 12 |
| Water Games | 5 | 2 |
| Tennis | 7 | 9 |
| Archery | 8 | 3 |
| Soccer | 9 | X |
| *Lifesaving | 10 | 11 |
| Weight Machine | 11 | 4 |
| *Boating-Canoeing | 12 | 13 |
| Floor Hockey | 13 | 8 |
| Intermediate Swim | 14 | 17 |
| Raquetball | 15 | X |
| Basketball | 16 | 7 |
| Flag Football | X | 18 |
| Speedball | X | 14 |
| Touch Football | X | 15 |
| Free Weights | X | 16 |
| * Low enrollments due to nature of activity | | |

Despite comparatively low rankings--due in part to the limited enrollment which is dictated by the nature of the courses--the newly added sports of boating-canoeing and lifesaving were well accepted by both students and staff as evidenced by their interview statements. Many students commented that "Boating is great" and "It's fun." Some even felt that it should be offered more often since the class enrollment is limited. The staff supported the students remarks by adding: "Kids realize the carry-over value and would like to sign-up for it another time." Likewise, lifesaving was just as well received by both groups. One student claimed that "Lifesaving was the best class I had all semester." Another saw its carry-over value: "If I get certified, I can get a job lifeguarding." The two staff members who taught it agree with the positive results. In the words of one, "It was challenging to teach but at the same time rewarding." Boating-canoeing and lifesaving classes, I observed, enjoyed an environment which was highly conducive to learning due to the high student interest and teacher enthusiasm.

Aerobics was chosen by fewer than half of the students (41%) as the best liked dance unit whereas the staff thought that better than nine of ten students would choose it. The students lukewarm interest in aerobics was evident in comments like "Aerobics is ok" and "Aerobics is better than jogging."

I observed these classes too, and noted that students were not as interested or as motivated in aerobics as they were in the other

two newly added sport classes--boating/canoeing and lifesaving. Additionally, the aerobics teacher stated in an interview that she " . . . found it difficult to motivate students to work up to their potential."

These findings in the area of program content (CVA requirement, swim requirement and sport offerings) will be analyzed later along with the following findings related to the area of program structure.

Program Structure

A second major area of interest that emerged from the collective data was Horlick's physical education structure. Relevant issues are grouped and discussed in the following categories: (1) coed classes, (2) stratification of classes, (3) daily sport activity, and (4) an all elective program.

Coed classes. The students (76%) favored coed classes while the guidance counselors perceived that all the students (100%) would like coed classes (see Figure 1). The vast majority of the seventeen high schools surveyed have a coed structure, yet several stated that they are offering increasingly more separate classes.

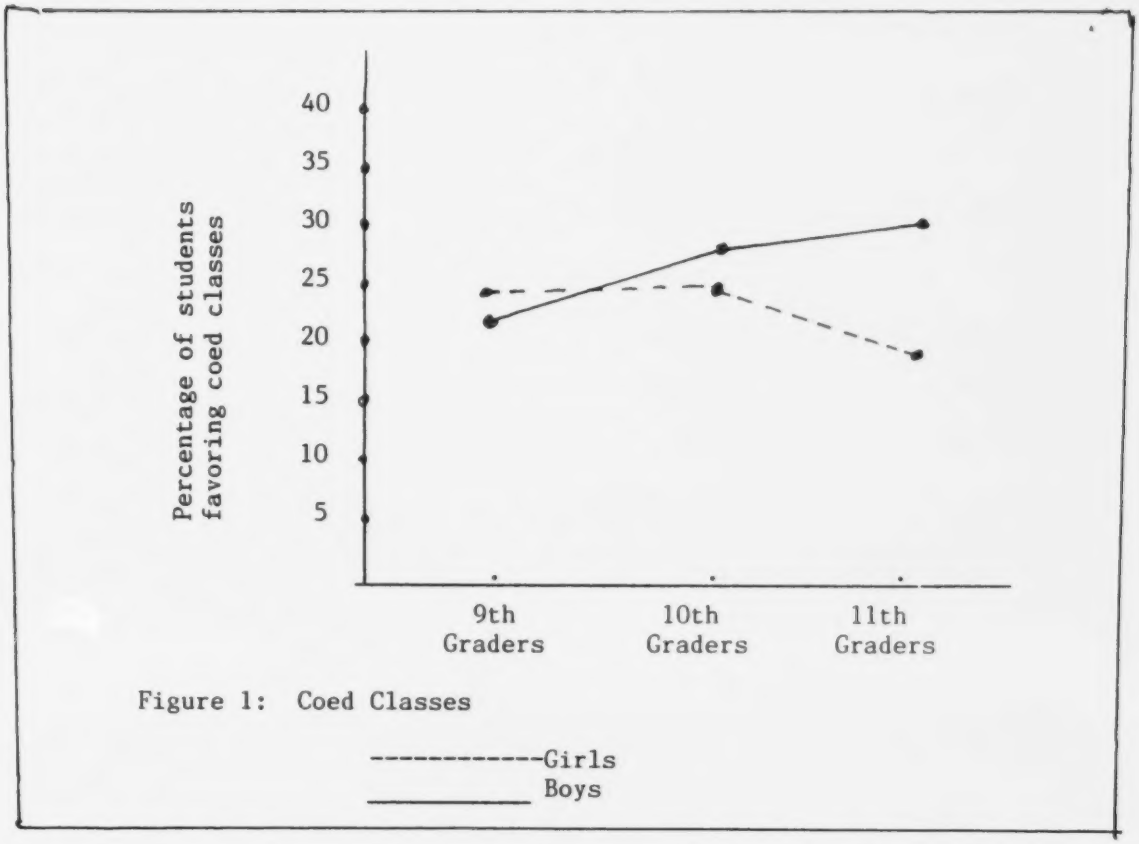



Figure 1: Coed Classes

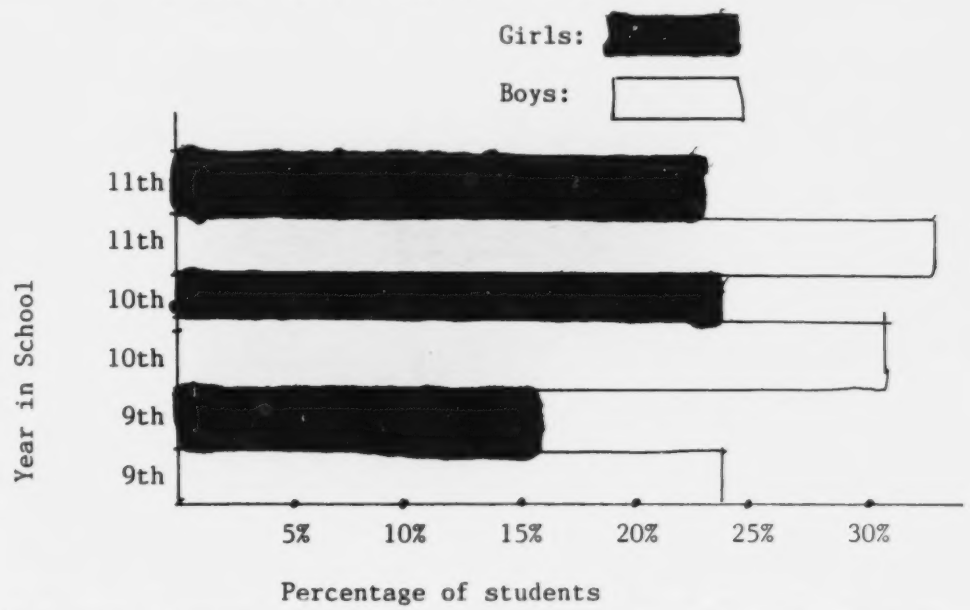
Since a great majority of students like coed classes, the assumption that some students do not elect physical education because of the coed structure seems false. Coed classes might, then, be considered an attractive characteristic of the overall program.

Stratification of classes. In addition to the issue of coed classes, the students and staff showed an interest in the stratification of classes. Fifty-three percent of the students and 55% of the staff liked the present organizational plan (i.e., 9th and 10th graders together and 11th and 12th graders together). This represents the organizational design of 82% of the high school surveyed. But

at the same time, approximately a third (30% of the students and 36% of the staff) favored a mixing of all grade levels together.

Daily sport activity. Another of the issues concerning class structure was whether or not the students should meet in a sport activity on a daily or every-other-day basis. The staff felt that by meeting on an alternate day basis, they could offer a large group activity one day followed by a small group activity the next. This, they felt, would afford the students more variety to their program and greater flexibility in class offerings. This position helps to explain why only 34% of the staff preferred a daily schedule whereas a great majority (73%) of the students preferred it (see Figure 2). A majority of the seventeen high schools meet on a daily basis.

Figure 2: Percentage of students who prefer meeting in their sport class on a daily basis.



Elective program. The fourth element in the area of program structure concerns the methods of selecting program electives. In an all elective program students select each sport while in the block method they select a block of four sports. Forty-seven percent of the students chose an all elective program. (Note: The guidance counselors thought that more students (60%) would like the all elective structure.) On the other hand, the staff (76%) felt that the all elective program should only be available to the 11th and 12th graders. By offering it only to these students, the staff reasoned, students might be encouraged to select physical education as an elective.

The next section will deal with the physical education program goals in light of the preceding discussions.

## Program Goals

Responses to the third major area of interest, program goals, were rated on a Likert Scale. These program goals or objectives (see Appendix I) are grouped according to four aspects of student development: physical, emotional/social, recreational, and mental.

Physical. The first two objectives deal specifically with the area of physical development: Namely, (1) "to develop and maintain maximum physical efficiency for healthful daily living," and (2) "to acquire an appreciation of and a respect for fitness, a functional posture, and a sense of personal well-being." The data show that 53% of the students felt that physical education teaches an appreciation for skills, game play and strategies. But less than half of

the students felt that physical education gave them a chance to exercise (49%) and/or improve how they look or feel about themselves (47%). Finally, fewer than a third of the students felt that physical education taught them how to relax (21%) and/or gave them the opportunity to relax (27%).

Recreational. The third program objective seemed to be met in the eyes of the students (i.e., "to develop an interest and a desire to participate in life-time sports for future life-time enjoyment"). Seventy-seven percent of the students agreed that physical education gave them a break from the classroom setting whereby they could have fun (63%) and be introduced to different activities that they could do after high school (55%).

Mental. The fourth program goal--"to acquire a knowledge and understanding of the sports, dances, and aquatics for future satisfaction" likewise seemed to be met. Nearly two-thirds of the students (65%) felt that physical education taught them how to perform the fundamentals of different sports and, according to half, challenged them mentally in the learning of game rules, skills, and strategies (50%).

Social/Emotional. The fifth program goal dealt with the social and emotional aspects of development--"to express culturally approved patterns of personal behavior and interpersonal relationships in and through games, sports, dances, and aquatics." Almost three-fourths of the students (71%) agreed that physical education gave them a chance to meet people and 46% agreed that it gave them a chance to

enjoy others. But less than a third (26%) felt that physical education gave them a chance to work with or help others.

These data show only two (mental and recreational) of the four objectives being satisfactorily met in the eyes of a majority of students. The weakest seemed to be the physical development of objectives--the question "why" must be investigated further. By reflecting on the program content, structure, and goals, the answer may be found.

Another concern surfaced in the questionnaire completed by both the students and counselors. In answer to the question: "How would you change physical education so it could be more fun?" many students mentioned the physical education staff (in addition to the previously discussed areas concerning the CVA requirement, the swim requirement and the sport activities). Their feelings are reflected in statements such as ". . . teachers need to be more friendly," and "Some teachers aren't nice to students." The guidance counselors perceived the same kind of staff attitudes: "Some teachers need to be more enthusiastic," wrote one. Another stated, "Teachers need to be more active participants rather than just supervisors." Remarkably, the staff, themselves, mirrored like feelings on their questionnaires. One wrote, "Teachers have to shape up before we can expect the students and program to." Another offered, "Teachers have to be dedicated to the goals of the department." And several noted that "Teacher morale is at an all time low." This significant variable--teacher attitudes--is a noteworthy finding and, in light of the

entire study, needed to be investigated further for the benefit of the program (content, structure, and goals), the students, and the teachers themselves.

## Discussion

Through the data reported, discontent on the part of both the physical education staff and students can be seen. This seemed to warrant some major changes in the physical education program. In the area of program content, the frustration on the part of those staff teaching CVA was noted in their questionnaires and interviews. Teaching CVA to large numbers of apathetic students--knowing full-well that they are aware of the potential benefits of the activities--proved to be discouraging. The students, on the other hand, are prodded into activities they do not like (and in some cases hate). They react adversely by not dressing for class or dressing but not working up to their potential; by being tardy; by being truant; or by being discipline problems. This daily struggle with students puts a strain on the staff and affects their respectability, credibility, and effectiveness. Consequently, apathetic students being prodded by frustrated teachers creates an environment which is not conducive to learning. The end products are a high failure rate and a low staff morale.

In order to remedy this situation, the suggestion made by most students and many staff was to drop CVA from the program. Some of the staff did not agree with this remedy, however. They noted that

the facilities could not accommodate the enrollment without this CVA structure and that the staff did not appear willing to find an alternative to the program at this time.

One discrepancy that surfaced in the data was the difference between the percentage of students who would elect physical education without the mention of the CVA requirement (66%) and the percentage of those responding to the statement referring to elective physical education with no CVA requirement (55%). Possible explanations for this difference include inconsistency in the structure of the two questions (#11 had three answers to choose from while #18 had only two); the incorrect interpretation of the questions by the students; or perhaps an error in the recording of their choices on the answer sheet. One would have expected--given the data--either a very close correlation between these two questions or an even higher percentage of student interest for question #11 due to the negative comments about CVA made by most of them.

The three questions that were presented in the introduction for the CVA theme ("Is CVA still needed to accommodate the physical education class enrollment?" "Is CVA effective in promoting fitness?" "Could CVA be the reason or part of the reason students are not choosing physical education as an elective?") could now be answered. First, given the decrease in the physical education graduation requirements and the recently-completed renovation of an area for a teaching station, Horlick could accommodate the present enrollment without CVA. (Note: Due to the "Renaissance of 1986,"

a gymnasium was converted into ten academic classrooms while an adjacent locker room was converted into a multi-purpose room to accommodate physical education classes.) Even with a future increase in enrollment, the seven class hours are not likely to be filled to capacity.

Secondly, the quantitative and qualitative data from both students and staff allowed us to conclude that CVA was not effectively promoting fitness concepts.

The third question, however, remained unanswered. One could surmise, on the basis of the data, that CVA and--perhaps to a lesser degree--staff attitudes have a negative affect on students' elective choices in the area of physical education. The data are inconclusive, however, in regard to this conjecture.

The second major concern in the program content area was the 9th and 10th grade coed swim requirement. Better than two-thirds of the students (67%) liked to swim, but only 46% of them liked the coed swim class. The boys' interest in swimming dropped in their sophomore year as did their interest in coed swim classes. While the girls' interest in swimming dropped in their junior year, their interest in coed swim classes was the same as freshmen and sophomores and increased their junior year. The greater deviation was with the 10th grade boys in both their liking to swim and in their liking for coed swim classes. This disparity might be due to the interest in expanding ones experiences outside of the aquatics area; or the

obligation of the swim requirement at the sophomore level. These are only conjecture and might be explored further in future studies.

When comparing CVA to swim, both boys and girls preferred swim to CVA (see Figure 3). But the question still remained whether or

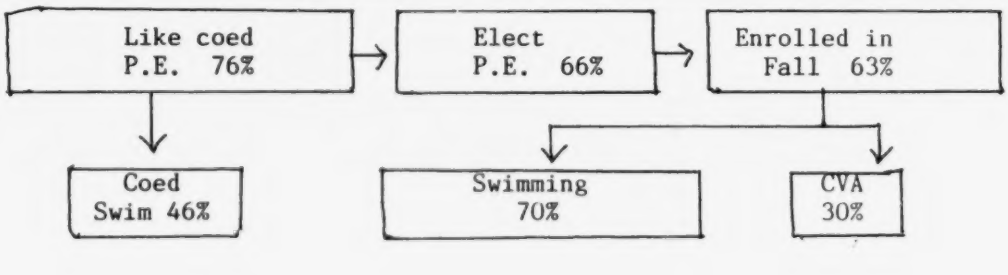



Figure 3: Swim and CVA comparison

not CVA or swim discouraged students from choosing physical education as an elective. If we could find the answer to this question, we might revise the program to better meet the needs and interests of the students. In Phase II of the study, this question was more thoroughly explored.

The third concern in the area of program content dealt with the individual sport offerings. The findings showed student and staff agreement on a great majority of the sports. This may be an indication of the staff's accuracy in predicting the interests of the students when preparing program offerings. Interestingly, those same sports were often those that the staff liked to teach the best. If the teacher enjoys teaching the sport, the student may subsequently also enjoy the sport, or vice versa. In short,

a positive correlation exists between the interest of the student and teacher in relationship to the sport taught. (Note: Although this research does not pursue this relationship, further analysis might prove worthwhile).

In the newly added sport area, boating-canoeing and lifesaving were widely enjoyed by all. In addition, both students and the staff urged that karate be added to the program in the near future.

The second major area of interest with regard to program focused on aspects of program structure, including (1) coed classes, (2) the stratification of classes, (3) daily activity, and (4) an all elective program. The majority of students liked coed classes. The interest in coed classes peaked for the girls in 10th grade and for the boys in 11th grade. (Note: The girls' interest was relatively stable--within about three percentage points over the three years--while the boys' interest continued to climb over the three years). Generally, the staff approved of coed classes except in a few cases (e.g., football, basketball, and floor hockey) where they suggested the students be segregated by sex. In the same vein, some staff felt that due to students' physical, emotional, mental, and social maturity, they should not all be mixed together in certain coed settings.

The daily sport schedule was favored by the students but not by the staff, who felt that they needed an every-other-day structure to accommodate the large class sizes. Given the recent changes made in Horlick's physical plant, however, this no longer seemed to be the case.

The all elective program was not accepted widely by either the students or the staff. The students' reaction may be due, in part, to their lack of experience or their inability to comprehend the concept fully. The staff felt that the elective program should be saved for the 11th and 12th graders as a way to encourage them to elect physical education as an elective.

The last of the major areas of interest dealt with program goals. The department goals--development of students physically, emotionally, socially, mentally, and recreationally--seemed not to be met in the areas of physical development. Specifically, the students felt that they were not taught how to relax or given an opportunity to relax through physical activity. This concern was especially timely due to the nature of our society and the increase of leisure time. This goal needs to be evaluated more thoroughly in the future due to its many ramifications.

Perhaps the most surprising finding concerned the students' and counselors' perceptions of the staff. Each group felt that the staff members needed to improve their attitudes. (Note: This correlated with the data collected on low staff morale.)

In attempting to evaluate the data in the areas of program content, program structure, and program goals, the focus repeatedly reverted back to CVA. The big question was: Do we continue to push CVA at the expense of student apathy, declining student enrollment, and deteriorating staff morale, or do we try to change and incorporate fitness concepts into the program in other ways?

## Summary and Program Recommendations

In June-July of 1986, I analyzed the data collected from students, staff, guidance counselors and the seventeen department chairpersons. The data analyses and interpretations presented in this chapter were used to design content and structural changes in Horlick's physical education program to be implemented in the fall of 1986. The recommendations upon which these changes were made (Table 7) are as follows:

Table 7: Program recommendations and implementations

| Concern | Recommendation | *Implementation |
|---|---|---|
| 1. CVA | ·require only of 9th and 10th<br>·offer as an elective at a later date | ·dropped requirement for all |
| 2. Swim | ·require of 9th | ·accepted |
| 3. Sports | ·offer boating, aerobics, lifesaving<br>·offer karate at a later date | ·accepted (lifesaving and aerobics-2nd semester |
| 4. Coed classes | ·retain as is | ·accepted |
| 5. Stratification of classes | ·retain as is (9th & 10th/11th & 12th together) | ·rejected (all ages mixed together) |
| 6. Daily sport | ·9th & 10th CVA/sport<br>·11th & 12th daily | ·rejected (all have daily sport |
| 7. Elective | ·9th & 10th elective block<br>·11th & 12th all elective | ·rejected (all elective) |
| 8. Staff morale | ·equitable class sizes<br>·equitable responsibilities<br>·name pool coordinator<br>·assign staff to areas of expertise and interest<br>·improve overall attitude | ·accepted<br>·accepted<br>·accepted, under advisement<br>" " " " |

(*In light of building construction problems, the recommendations were discussed and voted on by the Horlick physical education staff in October, 1986. These items were accepted and implemented by the staff on October 3, 1986.)

Some questions regarding program content, program structure and program goals still lingered. Hopefully, when conducting Phase II of this study during the first semester of the 1986-87 school year and then evaluating the data from the sampling of physical education students, staff and guidance counselors, some of these questions would be answered. With these results in place, I would be better able to determine the extent to which student attitudes and interests have changed. If these revisions in the program have encouraged more students to select physical education as an elective, the seeds of future benefits would have been planted.

## CHAPTER FOUR

Chapter Three discussed the findings of Phase I which were used to evaluate Horlick's Physical Education program in order to provide a strong foundation for positive change. Using the same multi-faceted approach and surveying the same populations as in Phase I of the study (see Tables 8 and 9), this chapter will discuss the major findings of Phase II (evaluation), and offer a few suggestions for future study.

Table 8: Student Questionnaires, Phase II

| SEX | 9th grade # sampled | 9th grade % of population | 10th grade # sampled | 10th grade % of population |
|---|---|---|---|---|
| Female | 45 | 23% | 55 | 27% |
| Male | 55 | 27% | 43 | 21% |
| Totals | 100 | 25% | 98 | 25% |

| SEX | 11th grade # sampled | 11th grade % of population | 12th grade # sampled | 12th grade % of population |
|---|---|---|---|---|
| Female | 53 | 27% | 45 | 23% |
| Male | 60 | 30% | 43 | 21% |
| Totals | 113 | 28% | 88 | 22% |

| SEX | Totals # sampled | Totals % of population |
|---|---|---|
| Female | 198 | 50% |
| Male | 201 | 50% |
| Totals | 399 | 100% |

| Table 9: Questionnaires, Phase II | | | |
|---|---|---|---|
| SAMPLE | SENT | RETURNED | PERCENT |
| Guidance Counselors | 6 | 5 | 83% |
| Physical Ed. Staff | 11 | 10 | 91% |

## Introduction

In evaluating the revisions to the program that were implemented during Phase II of the study, the three major areas of interest generated from the study's initial phase, (1) program content, (2) program structure, and (3) program goals, are investigated below.

### Program content

The following discussion will center on the two concerns that surfaced in the area of program content: (1) the elimination of the cardio vascular activity (CVA) requirement and (2) the mandatory 9th grade swim requirement.

CVA. The physical education staff chose to eliminate the CVA requirement from the program due to the discontent expressed by both students and staff during Phase I of the study. Data from Phase II of the study show that the students were more than pleased with this program revision. One student wrote: "Yeh! I'm glad that it was dropped," and another added ". . . now more kids are getting dressed and participating." Ninety-one percent of the students wrote that they did not miss CVA and a few commented that they had found CVA boring and a waste of time. When asked if CVA should be offered as an elective unit, a little over half (54%) of

the students responded negatively. Further, when the students were asked if they would choose CVA as an elective unit, only 4% said yes. This lack of interest was reflected in the student interviews as well. Sixty-nine percent said that they were glad CVA was dropped while 10% stated that, if it was offered as an elective unit, they would choose it. One student volunteered, "I liked it. I don't think many would take it as an elective unit; but I would."

The opposite viewpoint surfaced from the physical education staff in regards to student interest in CVA as an elective unit (see Table 10). More than three quarters of the staff (81%) felt

Table 10: Interest in CVA as an elective

| | Should offer CVA | Would choose CVA |
|---|---|---|
| Students | 22% | 4% |
| Staff | 81% | 64% |

that CVA should be offered as an elective unit and 64% felt that students would elect it. One staff member said, "I think some kids miss it; so let's try offering it as an elective unit." And surprisingly, during the interviews, 100% of the staff, knowing the results of the student questionnaire, said that yes, CVA should still be offered as an elective. Considering the data, one would have thought some or all of the staff would have shown little or no interest in offering CVA. But all of the staff, based on their dedication to physical fitness (in this case CVA), felt otherwise.

In Phase I of the study, the results of questions #11 and #18 on the student questionnaire pertaining to the choosing of physical

education as an elective (see Appendix H) were inconclusive, so the same questions were presented again in Phase II of the study. This time 64% of the students indicated that they would choose physical education as an elective if CVA was not required while 77% stated that they would choose physical education as an elective if their graduation requirements had been met and their schedule would permit (see Figure 4). One girl stated, during an interview, that

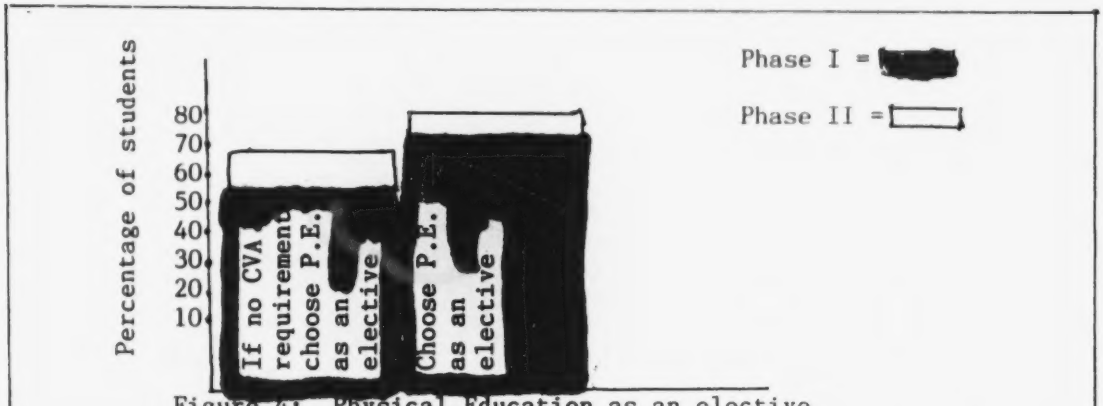



Figure 4: Physical Education as an elective

"They did a lot of improving. I feel a lot better about taking gym. If I had room in my schedule, I'd take it as an elective." The staff (73%) and the guidance counselors (100%) indicated that they thought students were more likely to choose physical education now that CVA had been dropped. There seemed to be an increase in positive responses to these two questions, but proportionally, when comparing Phase I to Phase II, the data show no signigicant change.

Swimming. The second major concern regarding program content was the 9th grade swim requirement. The vast majority of the staff

(91%) and a little over two-thirds of the students (68%) felt that the 9th grade swim requirement was appropriate. In addition, half of the staff felt that the 10th graders should be included in the requirement while only 22% of the students agreed. One staff member suggested that kids [9th and 10th graders] need to be in the pool to make other class sizes more equitable. Another said, "Non-swimmers of all ages should be included in the swim requirement."

Reflecting on Phase I of the study, additional questions were asked at that time about the effect CVA and/or swimming had on students' interest in choosing physical education as an elective. In both cases--when the student questionnaire inquired about students' interest in choosing physical education an an elective if CVA (or swimming) was not required--64% of the students replied in the affirmative (i.e., that the physical education elective was more likely to be chosen without CVA or swimming). In an attempt to clarify the point further, the following questions were asked in the follow-up survey: "If you had to take CVA, would you choose physical education as an elective?" Twenty-five percent of the students answered yes. When asked, "If you had to take swimming, would you choose physical education as an elective?" Thirty-nine percent of the students answered yes (see Figure 5). The staff's conjecture that CVA, more so than swimming, had a detrimental effect on students' interest in selecting physical education as an elective was supported by the findings in Phase II; that is, if

given a choice, students would prefer swimming to CVA. This area of program content will be analyzed along with program structure later in the text.

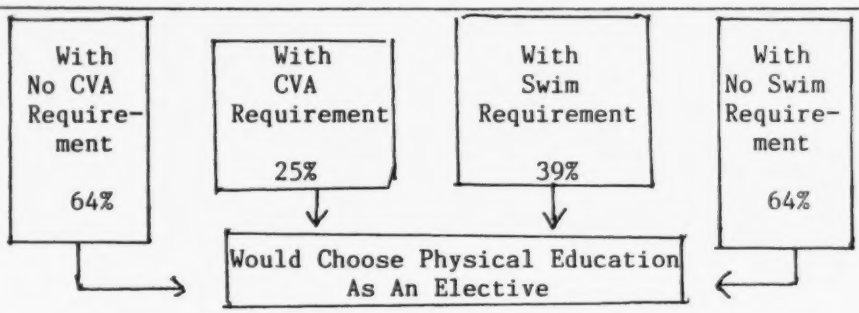

With No CVA Requirement 64%
With CVA Requirement 25%
With Swim Requirement 39%
With No Swim Requirement 64%
Would Choose Physical Education As An Elective

Figure 5: Impact of requirements on physical education as an elective

Program structure

The second major area of interest that emerged during Phase II of the study was program structure--more particularly, (1) the stratification of classes and (2) an all elective program.

Stratification of classes. According to the Phase II questionnaire data, 30% of the students, 45% of the staff, and 80% of the guidance counselors felt that the students liked the stratification of classes. (These data show a drop in interest by the students and staff, but not by the guidance counselors, from Phase I of the study [see Figure 6]).

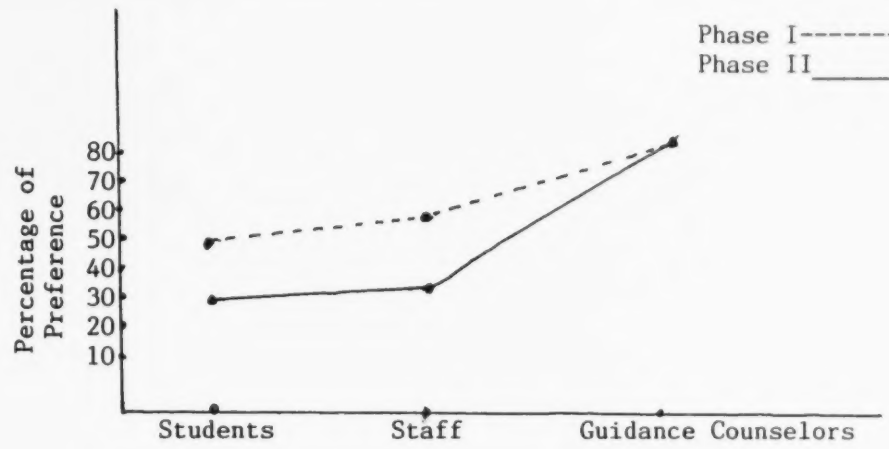



Figure 6: Preference for stratification of classes

In interviewing the students and staff, the results showed a switch in their preferences from the stratification of classes to the mixing of all ages together in classes as represented by 89% of the students and 50% of the staff. As one student stated, "The younger kids can benefit from it [skillwise]," and another added, "You get to know more people." But the staff, evenly divided on this issue, had conflicting viewpoints. One staff member spoke positively: "By mixing all ages together, the younger kids can learn from the older kids," whereas another mentioned the concern that "Since there is such a variety of skill levels between age groups, it's best to keep them separate." Some of my observations seemed to support this latter point. Generally speaking, students of equal or higher skill level seemed to mix well with all ages while those with lower skill abilities seemed inhibited in the

mixed-grade class setting. This issue (stratification of classes) apparently split the staff according to their philosophies of teaching and human development. Some felt the need to base their instruction on their students' physical, social, mental, and emotional development while other staff members didn't seem to consider these a high priority.

Elective system. The newly implemented elective program was widely accepted by students and staff alike. Eighty-one percent of the students and staff liked the elective system better than the block method. Further, data from Phase II of the study show that 74% of the students and 73% of the staff felt that all students should be offered the elective method. When compared with Phase I data, student and staff interest in this area increased greatly (see Table 11).

Table 11: Prefer the elective system

| | Phase I | Phase II |
|---|---|---|
| Students | 47% | 81% |
| Staff | 27% | 81% |
| Guidance Counselors | 60% | 80% |

As one student stated, "By getting a choice, we don't get stuck in something we don't like." Staff member attitudes were similar, as seen by the following representative comment: "Letting students choose rather than forcing them into a unit they don't want, is a better system."

During the student interviews, their interest in the elective system was unanimous (100%), whereas the staff's interest was only

50% in favor of the elective system for all students. (This discrepancy between the questionnaire data and the interview data may be due to the difference in the wording of the question, or the possible sharing of differences of opinion among staff members about the topic.) The staff seemed to think that offering the elective system to only the 11th and 12th graders might attract more students to choose physical education as an elective.

The staff was divided regarding the proper implementation of both the stratification of classes and the elective system. These divisions, along with attitudes towards program goals, will be discussed later in the text.

Program goals

Emotional/Social. With regard to this aspect of student development, the issue of staff attitudes surfaced in Phase I of the study. When asked on the Phase II questionnaire whether or not the staff's attitudes had changed since the implementation of the revised program, 50% of the students wrote that they did not know. Interestingly, however, 81% of the staff stated that they felt better teaching under the revised program. "I like coming to school now," one staff member said in an interview. "Before, I dreaded getting up in the morning." This attitude change was also indicative of the staff morale results: the majority of staff seemed to think that morale had improved compared to Phase I of the study, despite one member's contention that "some staff member's attitudes would never improve no matter what was done to the program."

Related to this issue, 60% of the guidance counselors have noticed an improvement in the staff's attitudes since the implementation of the revised program. In the same vein, much of the qualitative data support the finding that attitudes have improved among students and staff. In observing classes, I noted fewer students not dressed and more enthusiasm shown by both students and staff members. And in talking with staff members, most felt that their job had become more tolerable due to fewer student truancies, fewer "non-dressers," and fewer bad attitudes among students. These changes, the staff felt, helped improve their own approach to teaching. Their enthusiasm was consequently reflected in the students' renewed interest and enthusiasm.

And one final change was noted: a drastic drop in the variety of negative comments on the student and staff questionnaires (in Phase I, the coded responses generally fell into seven categories while in Phase II the coded responses generally fell into only two categories) while the reverse occurred in regards to the variety of positive comments listed on the student and staff questionnaires.

## Discussion

Generally speaking, the revised physical education program has, as anticipated, been met with overall approval by both staff and students. In the area of program content, the dropping of CVA was overwhelmingly applauded by the students and accepted by some of the staff with reservation. All of the staff would still like

to offer CVA as an elective unit despite knowing that the vast majority of students would not elect it. This strong commitment to CVA on the part of the staff stems from their support for one of the department goals, physical fitness. Knowing that class sizes would be smaller and that CVA would be an elective unit, the staff felt that students' attitude toward CVA would improve and possibly enable the department goal of fitness to be attained and also promoted. As mentioned in Chapter Three, the staff felt that CVA can be potentially beneficial in developing students physically, emotionally, socially, mentally, and recreationally if the students are interested and motivated. The vast majority of the staff now feel the time is right to attempt to offer CVA as an elective unit.

But going a step further, there are a few staff members who believe more strongly in their philosophy of fitness. Rather than offer CVA as an elective unit, these teachers feel that it should be mandatory for 9th and 10th graders. We can see that a divergence of belief among the staff has remained constant while the students' negative interest in CVA has remained equally staunch throughout Phases I and II of the study.

In Chapter Three the following question went unanswered: "Could CVA be the reason or part of the reason students don't choose physical education as an elective?" The answer to this question, based on Phase II data, is that the scheduling of required courses seemed to have the biggest impact, followed by CVA, as a deterrent to students choosing physical education as an elective.

The second major concern in the area of program content was the 9th grade swimming requirement. As expected, the staff and students agreed that 9th graders should be required to take swimming. In addition, half of the staff, according to the data from Phase II, felt that 10th graders should also be included. This need to include the 10th graders arose not so much from the intent to expose more students to swimming as to help eliminate disparity in class size within other sport areas. The question that needs to be answered is--why is there a swimming requirement? Is it to help students improve their swimming skills or is it to help eliminate inequities in class sizes of other sport areas? If it is to improve swimming skills, why is this opportunity limited to only 9th graders? Why not apply this requirement to all ages--especially for non-swimmers--possibly as a graduation requirement (e.g., all students must pass a basic swimming proficiency test before graduation)? Wouldn't such a proficiency test requirement add credibility to the program? And further, wouldn't this proficiency test requirement, in turn, give new meaning and substance to this activity for both students and staff? Until the district and department decide upon specific goals, requiring only 9th graders to take swimming is a philosophically questionable practice. Our responsibility, it seems to me, is to teach students to become proficient in and around water for their own safety and the safety of others. Until we attack the problem of the swimming requirement from a different angle, we may be cheating our students.

In conjunction with this issue, the question of whether or not CVA and/or swimming is having a negative influence on students in their selection of physical education as an elective can be answered now. Data from Phases I and II of the study indicate that CVA was the strongest negative factor. Swimming--presently required only of 9th graders--had little or no affect on students' choice of physical education as an elective.

The second major area of interest was program structure. As in Phase I, the coed structure was widely accepted by both staff and students in Phase II and is considered an attractive characteristic of the program.

Conversely, the stratification of classes was met with a different response by the students in Phase I compared to Phase II. The drop in the students interest from 53% in Phase I to 30% in Phase II may be attributed to their experience within this structure along with other revisions in the program. However, the drop in staff interest in the stratification of classes from 55% in Phase I to 45% in Phase II was not as drastic compared to that of the students. This may be indicative of the staff's belief that the stratification of classes is better because it acknowledges the differences in student maturity, skill level, and competitive spirit.

Within any one age group one will certainly find a disparity in maturity level, skill-level, and competitive spirit. This fact calls into question the wisdom of segregating classes by a single criterion--age--as opposed to segregating according to skill-level,

maturity level, gender, or some combination of criteria. As several staff members queried, should we not address all facets of a student's development--emotional, social, mental, recreational as well as physical--in order to provide good foundation for any further growth and development in any physical education sport? By doing this, the student might better build self-confidence and more likely develop an added interest in any challenges that a sport in physical education might present to him/her.

Another area of interest within the program structure was the all elective system. Students' attitudes and interests changed dramatically from Phase I to Phase II regarding the elective system. The students again overwhelmingly preferred this system while some staff had reservations. They (staff) felt that the elective system should be used only to entice the 11th and 12th graders into choosing physical education as an elective.

The third area of interest was program goals--specifically, the emotional/social aspect in relationship to student-staff interaction. The positive change in the staff's attitude appears to be mainly due to the elimination of CVA, the addition of the elective system, and the modification of class sizes, staff responsibilities and teaching assignments. Sixty percent of the guidance counselors agreed that they have seen an attitudinal improvement exhibited by the staff since implementation of the revised program. Even though the overall attitude of the staff has changed, it does not, as yet, seem to be visible to the majority of the students. This may be

due to the fact that the students switch teachers every three weeks or because there may be minimal student-staff interaction within some classes. Another possible reason might be that the question presented on the questionnaire was too ambiguously worded.

The questions presented at the beginning of this study concerned the interests and attitudes of the students in their choice of physical education as an elective. With the revisions in place, the data make clear that most of the students feel that their attitudes have improved and 60% of the guidance counselors agree. This feeling is reflected in the noticeable drop in negative questionnaire responses regarding program content, structure, and goals. The overall consensus of the staff and guidance counselors is that the students like the present system better than the old one--a perception verified by 84% of the students. Further evidence is provided by 60% of the guidance counselors who report an increase in the number of students choosing physical education as an elective. To what extent and how long these positive effects will last is yet to be seen. But if the program is periodically evaluated with input by staff, students, and other qualified individuals, further growth is likely to occur.

## Summary

These results confirm selected previous findings and give some new insights into several aspects of the physical education program at Horlick High School. The degree of discontent toward this program,

felt by staff and students alike, seems to have subsided. As a result of the changes which were implemented in the fall of 1986, we see the staff enjoying their teaching more, students participating with greater enthusiasm, and an environment more conducive to learning. After taking a random sample of 261 student grades from the staff record books, the end product of the revised program appears to be a lower failure rate (see Table 12) and an improved staff morale.

Table 12: Random sample of failures in Physical Education

| | Phase I | Phase II |
|---|---|---|
| Number of students | 261 | 261 |
| Number of failures | 49 | 19 |
| Percentage of failures | 19% | 7% |

But needs remain that should be addressed. The staff feels a need for better organization, leadership, communication within the department, and a more demanding program in the cognitive (knowledge acquisition) and psychomotor (exercise and skill development) domains. The students also perceive a need in this latter area.

Further study is advised in the areas of program content (CVA and swimming), program structure (stratification of classes and the elective system), and most importantly, program goals (psychomotor domain) in order to give the total program a renewed credibility and relevance for students.

In Chapter Two, I stated that it was not the intent of this study to disregard the importance of the cognitive and psychomotor

domains in curriculum development, but rather to glean important data through an affective domain approach that could set the stage for any further study of our physical education program. Since the affective domain has now been investigated, I feel that it is time to undertake an investigation of the psychomotor domain. This domain, in which the "doing" is augmented by the "thinking," is indicative of physical education. ". . . to have students enjoy what we offer, so skills and knowledge will be acquired and used once formal training is over" (Paese, 1983, p. 63) is surely the essence of any program of worth. Put most simply:

I hear and I forget
I see and I remember
I do and I understand

Chinese Proverb
(Lerch, 1974, p.3)

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# APPENDIXES

# APPENDIX A

## PHYSICAL EDUCATION STUDENT QUESTIONNAIRE

PHYSICAL EDUCATION STUDENT QUESTIONNAIRE

Name _____

Student I.D.# _____ Homeroom _____

Year in school _____ Class hour _____

Level of swimmer _____

Choose your favorite (#1) and then your least favorite (#2) activities within each group. Then place a (#3) by the activity that you would like to learn more about.

Indoor Team Sports
_____Basketball
_____Curling
_____Flickerball
_____Floor Hockey
_____Team Handball
_____Volleyball

Indoor Individual Sports
_____Angling-Casting
_____Badminton
_____Bowling
_____Fencing
_____Jogging
_____Racquetball
_____Riflery
_____Shuffleboard
_____Table Tennis
_____Track & Field
_____Wrestling

Conditioning
_____CVA
_____Free Weights
_____Jogging
_____Jump Rope
_____Weight Machine

Miscellaneous
_____CPR
_____First Aid
_____Gymnastics
_____Judo
_____Karate
_____Self Defense
_____Yoga

Outdoor Team Sports
_____Field Hockey
_____Flag Football
_____Soccer
_____Softball
_____Speedball
_____Touch Football

Outdoor Individual Sports
_____Archery
_____Cross Country Skiing
_____Golf
_____Jogging
_____Tennis
_____Winter Sports

Swimming
_____Advanced
_____Beginner
_____Boating-Canoeing
_____Diving
_____Fitness
_____Intermediate
_____Lifesaving
_____Scuba-Snorkel
_____Synchronized Swim
_____Water Safety Instr.
_____Water Games

Dance
_____Aerobics
_____Creative
_____Disco
_____Folk
_____Square

1. How often would you like to meet with your activity class?
   _____a) daily _____b) every other day

2. If you meet daily, how many weeks should each activity class be?
   _____a) 2 weeks _____c) 4 weeks
   _____b) 3 weeks _____d) 5 weeks

3. If you meet daily, how many units during the 20 week semester should there be?
   _____a) 4 units _____c) 6 units _____e) 8 units
   _____b) 5 units _____d) 7 units

4. How many students should there be in an activity class?
   _____a) 20 _____c) 30
   _____b) 25 _____d) 35

5. How should classes be structured?
   _____a) 9th & 10th and 11th & 12th graders together
   _____b) mix equal numbers of each class together
   _____c) random mixtures

6. How would you like to choose your classes?
   _____a) block plan (as is)
   _____b) straight elective
   _____c) elective with priority given to seniors, juniors, sophomores, and freshmen in that order
   _____d) elective within a requirement (e.g., 2-team, 1-individual, 1-dance, and 1-conditioning)
   _____e) everyone assigned to same block (different order)
   _____f) 12th & 11th elective/10th & 9th limited elective
   _____g) others, (Please describe.) _____

   _____

   _____

7. Would you like to have a large group activity alternate with a small group activity? (e.g., volleyball/badminton)
   _____a) yes _____b) no

8. Do you like co-ed classes?
   _____a) yes _____b) no

9. What do you suppose are the benefits the school sees in requiring students to take CVA?

   _____

   _____

10. How many times a week should you have CVA?

_____a) 0 _____c) 2 _____e) 4
_____b) 1 _____d) 3 _____f) 5

11. If CVA wasn't offered, would you choose physical education as an elective?

_____a) yes _____b) no

12. What would you like to do more of during CVA?

_____a) exercise _____e) jogging
_____b) walking _____f) fitness testing
_____c) jump rope _____g) lectures/films
_____d) testing _____h) others, (Please explain.)

_____

_____

13. What 2 things do you like about CVA?

_____a) meeting friends _____e) exercising
_____b) jogging _____f) improving fitness
_____c) jump rope _____g) testing
_____d) walking _____h) others, (Please explain.)

_____

_____

14. What do you think of CVA? (Please explain.)

_____

_____

15. Do you like to swim?

_____a) yes _____b) no

16. What do you like about swim class?

_____a) meeting friends _____c) learn & review skills
_____b) free swim time _____d) others, (Please explain.)

_____

_____

17. What do you like least about swim class?
_____a) learn & review skills
_____b) swim suits
_____c) testing
_____d) free swim time
_____e) others, (Please explain.)

_____

_____

18. How many times a week would you like to take swimming?

_____a) 0
_____b) 1
_____c) 2
_____d) 3
_____e) 4
_____f) 5

19. If you had to take swim or CVA, which would you choose?
_____a) swim
_____b) CVA

20. Why do you think that swimming is required of all students?

_____

_____

21. Does physical education teach you how to relax?
_____a) yes
_____b) no

22. Does physical education give you a chance to meet people?
_____a) yes
_____b) no

23. Does physical education give you a chance to work with other people?
_____a) yes
_____b) no

24. Does physical education give you a chance to enjoy other people?
_____a) yes
_____b) no

25. Does physical education teach you how to perform the fundamental skills of different sports?
_____a) yes
_____b) no

26. Does physical education introduce you to different activities that you can do after high school?

_____a) yes
_____b) no

27. Does physical education teach an appreciation for skills, strategies and game play?
_____a) yes
_____b) no

28. Does physical education give you a chance to let off steam?
_____a) yes _____b) no

29. Does physical education give you a break from the academic classroom setting?
_____a) yes _____b) no

30. Does physical education give you a chance to improve how you look and feel about yourself?
_____a) yes _____b) no

31. Does physical education challenge you mentally in the learning of game rules, skills, and strategies?
_____a) yes _____b) no

32. Do you wear a regulation gym suit?
_____a) yes _____b) no

33. Do you have your own lock and locker?
_____a) yes _____b) no

34. Do you feel better after exercising?
_____a) yes _____b) no

35. Do you like being a part of a team?
_____a) yes _____b) no

36. Do you offer help to others during physical education class?
_____a) yes _____b) no

37. Do you have fun during physical education?
_____a) yes _____b) no

38. Do you feel good if you are a part of a winning team?
_____a) yes _____b) no

39. What do you like best?
_____a) team sports _____d) CVA
_____b) individual _____e) dance
_____c) swimming

40. What sport should we offer at different skill levels?

_____

41. What sport activities do you like to do during the

| summer | winter |
|---|---|
| _____ | _____ |
| _____ | _____ |
| _____ | _____ |

42. What do you like best about physical education?

_____

_____

_____

_____

43. What do you like least about physical education?

_____

_____

_____

_____

44. Would you elect physical education if it was not a required class?

_____a) yes _____b) no

45. Are you enrolled in physical education next semester?

_____a) yes _____b) no

46. How would you change physical education so it would be more fun? (Please describe.)

_____

_____

_____

_____

Thanks for your input.

# APPENDIX B

## PHYSICAL EDUCATION STAFF QUESTIONNAIRE

# PHYSICAL EDUCATION STAFF QUESTIONNAIRE

For my Master's Degree research paper, I hope to design a more attractive physical education program for Horlick. I've "sample surveyed" 40 students; hope to survey 400 students in June '86 and January '87; surveyed 17 high schools in Wisconsin and Illinois; and now am surveying our physical education staff.

Could you please fill out the following survey and return it to me as soon as possible.

Within each category pick the students' favorite (#1) and the students' least favorite (#2) activity according to your best guesstimate.

Indoor Team Sports
_____Basketball
_____Flickerball
_____Floor Hockey
_____Team Handball
_____Volleyball

Indoor Individual Sports
_____Angling-Casting
_____Badminton
_____Bowling
_____Fencing
_____Racquetball
_____Riflery

Conditioning
_____CVA
_____Free Weights
_____Jogging
_____Jump Rope
_____Weight Machine

Miscellaneous
_____CPR
_____First Aid
_____Gymnastics
_____Karate
_____Judo
_____Self Defense
_____Yoga

Outdoor Team Sports
_____Field Hockey
_____Flag Football
_____Soccer
_____Softball
_____Speedball
_____Touch Football

Outdoor Individual Sports
_____Archery
_____Cross Country Skiing
_____Golf
_____Jogging
_____Tennis
_____Winter Sports

Swimming
_____Advanced
_____Beginner
_____Boating-Canoeing
_____Diving
_____Fitness
_____Intermediate
_____Scuba-Snorkel
_____Synchronize Swim
_____Water Games

Dance
_____Aerobics
_____Creative
_____Disco
_____Folk
_____Square

1. What do you like most about CVA?

_____

_____

2. What do you like least about CVA?

_____

_____

3. How could we improve CVA?

_____

_____

4. Which CVA structure do you find most appealing?
(Please check one.)
_____a) only 9th & 10th graders
_____b) only 2 of 4 units required per semester
_____c) every other day for all (as is)
_____d) others, (Please describe)

_____

_____

5. Would there be any value in offering some activities at different skill levels? Yes _____ No _____
If yes, please indicate activities. _____

_____

6. Are there activities which could be added to our present program?
Yes _____ No _____
If yes, please indicate activities. _____

_____

7. Should we go back to a daily schedule? (e.g., volleyball every day for 2 weeks rather than every other day for 4 weeks)

Yes _____ No _____

8. Which class structure do you find most appealing? (Please check one.)
   _____a) daily activity
   _____b) 2-day cycle (large group/small group activities)
   _____c) stay the same
   _____d) others, (Please describe.)

   _____

   _____

9. How should student activities be determined? (Please check one.)
   _____a) straight election with priorities given to seniors, juniors, sophomores, and freshmen
   _____b) straight election within a requirement (e.g., 2-team, 1-individual, 1-swim, and 1-dance)
   _____c) seniors and juniors straight election/sophomores and freshmen block plan
   _____d) 5-block plan (as is)
   _____e) others, (Please describe.)

   _____

   _____

10. What activities do you like to teach? _____

    _____

    _____

11. What activities do you <u>not</u> like to teach? _____

    _____

12. What activities won't you teach? _____

    _____

13. What grade level of students do you like to teach?

    _____

14. Please describe any additional suggestions for making our program more appealing and enjoyable for you.

_____

_____

_____

15. Please describe any additional suggestions for making our program more appealing and enjoyable for students.

_____

_____

_____

Thanks for your time.

# APPENDIX C

## GUIDANCE COUNSELOR QUESTIONNAIRE

GUIDANCE COUNSELOR QUESTIONNAIRE

For my Master's Degree research paper, I hope to design a more attractive physical education program for Horlick. I've "sample surveyed" 40 students; hope to survey 400 students in June '86 and January '87; surveyed 17 high schools in Wisconsin and Illinois; surveyed physical education staff; and will be reading current research materials.

At this time I would like your help. Considering your daily contact and scheduling of students, could you please fill out this questionnaire according to your best guesstimates.

1. Do you think students like how physical education is structured with 9th & 10th together and 11th & 12th graders together?

   Yes _____ No _____

2. Do you think students like to select activities by the present "block method" or would they prefer to select each individual activity at the beginning of the semester? (Please explain.)

   _____

   _____

   _____

3. Do you think students like co-ed classes?

   Yes _____ No _____

4. What do you think students like about physical education class?

   _____

   _____

   _____

   _____

5. What do you think students DON'T like about physical education class? _____

_____

_____

6. What do students complain about the most concerning physical education class?

_____CVA requirement
_____uniform requirement
_____swim requirement
_____class offerings
_____swim suit requirement
_____others, (Please explain)

_____

_____

7. What do students think about CVA?

_____

_____

8. Do you think more students would elect physical education if CVA wasn't required?

Yes _____ No _____

9. If the students were required to take either CVA or swim, which would they choose?

CVA _____ Swim _____

10. Do you have any suggestions as to how we could make physical education a more attractive elective for students?

_____

_____

_____

Thank you for any consideration that you can give this matter.

Sue Chambasian

# APPENDIX D

## PHYSICAL EDUCATION DEPARTMENT CHAIRPERSON QUESTIONNAIRE

PHYSICAL EDUCATION DEPARTMENT CHAIRPERSON QUESTIONNAIRE

1. Name _____ 2. Name of high school _____

3. High school enrollment _____

4. Number of Physical Education staff _____

5. Approximate number of students by grade level enrolled in physical education each semester:

   9th _____ 10th _____ 11th _____ 12th _____ Total _____

6. Average class size _____

7. Number of class hours per day _____

8. Number of minutes per class _____

9. Number of teaching stations outdoors _____ indoors _____

10. Number of credits earned per semester _____

11. Number of physical education credits required for graduation _____

12. Number of weeks each activity lasts _____

13. Number of different student activities a student would have during a semester _____

14. Describe physical education uniform requirement:

_____

_____

15. Describe physical education swimming requirement:

_____

_____

16. Criteria necessary for semester credit:

_____

_____

17. Physical Education class structure: (Please check.)

_____a) 9th & 10th graders together
_____b) 11th & 12 graders together
_____c) all grades mixed together
_____d) others, (Please describe.)

_____

_____

18. Once enrolled in physical education, how are students placed in the activity classes? (Please check.)

_____a) students elect from all available activities
_____b) students elect within a requirement (e.g., 2-team, 1-individual, 1-swim, and 1-conditioning)
_____c) students choose a block of activities for the semester (e.g., Block-A: speedball, badminton, swim, and dance)
_____d) others, (Please describe.)

_____

_____

19. In your judgment are your teachers and students satisfied with their program? (Please elaborate.)

_____

_____

_____

_____

20. What changes in their program, if any, have been suggested?

_____

_____

_____

_____

21. From your curriculum guide, please list your course offerings within each of the following categories: (Note: If you would prefer to send a complete curriculum guide, I will reimburse you for the cost of postage.)

| AQUATICS | INDIVIDUAL SPORTS | DANCE |
|---|---|---|
| _____ | _____ | _____ |
| _____ | _____ | _____ |
| _____ | _____ | _____ |
| _____ | _____ | _____ |
| _____ | _____ | _____ |

| CONDITIONING | TEAM SPORTS | OTHERS |
|---|---|---|
| _____ | _____ | _____ |
| _____ | _____ | _____ |
| _____ | _____ | _____ |
| _____ | _____ | _____ |
| _____ | _____ | _____ |

22. Any additional comments or information regarding established curricula will be appreciated.

_____

_____

_____

_____

Thank you again for your time.

# APPENDIX E

## PHYSICAL EDUCATION DEPARTMENT CHAIRPERSON COVER LETTER

January 17, 1986

Name
Street
City, State

Dear :

I am presently working on my Master's Degree research paper and would like your help.

After examining seventeen high school programs in Wisconsin and Illinois, I hope to design a more attractive physical education program for my high school.

Could you please fill out the enclosed questionnaire and return it to me as soon as possible.

Your time and consideration in this matter will be greatly appreciated.

Sincerely,

Susan M. Chambasian
Wm. Horlick High School
2119 Rapids Drive
Racine, WI 53404
631-7008, ext. 225

# APPENDIX F

## PHYSICAL EDUCATION INTERVIEW QUESTIONS FOR STAFF AND STUDENTS

PHYSICAL EDUCATION INTERVIEW QUESTIONS FOR STAFF AND STUDENTS

The staff and students were interviewed concerning the topics of curriculum offerings, class structure, and curriculum content. The interview was essentially unstructured and evolved from the following open-ended questions.

1. What are your impressions of the courses added to the physical education program this semester?
2. Do you think more students would elect these courses next semester, if offered?
3. How could we make physical education a more attractive elective course?

# APPENDIX G

## PHYSICAL EDUCATION CLASS OBSERVATION CRITERIA

PHYSICAL EDUCATION CLASS OBSERVATION CRITERIA

I adapted Heck and Williams' (1984, pp. 108-109) "Sample Plan for Observing Classroom Interaction" as a means for collecting observational data. The plan is outlined below:

1. Identify the participants
2. Describe the emotional and physical environment
3. Describe the participants
4. Observe and record small group interaction during a 10 minute time period
5. Interpret observations in terms of my own perceptions
6. Describe observations in terms of participants perceptions
7. Decide on participants educational needs

# APPENDIX H

## REVISED PHYSICAL EDUCATION STUDENT QUESTIONNAIRE

PHYSICAL EDUCATION STUDENT SURVEY

1. How often would you like to meet with your activity class?

   1) daily
   2) every other day

2. If you meet daily, how many weeks should each activity be?

   1) 2 weeks
   2) 3 weeks
   3) 4 weeks
   4) 5 weeks
   5) 6 weeks

3. If you meet daily, how many activities during the 20 week semester should there be?

   1) 4 activities
   2) 5 activities
   3) 6 activities
   4) 7 activities
   5) 8 activities

4. How many students should be in an activity class?

   1) 20
   2) 25
   3) 30
   4) 35
   5) 40

5. How should classes be structured?

   1) 9th & 10th graders together and 11th & 12th graders together
   2) mix equal numbers of each grade together
   3) random mixture of all grade levels

6. How would you like to choose your activities?

   1) block plan (as is)
   2) straight elective for all
   3) elective within a requirement (e.g., 1-team, 1-individual, 1-swim, and 1-fitness)
   4) elective for 12th & 11th graders and limited elective for 10th & 9th graders

7. Would you like to have a large group activity alternate with a small group activity (e.g., volleyball/badminton)

   1) yes
   2) no

8. Do you like co-ed classes?

   1) yes
   2) no

9. What do you like the best about CVA?

1) jogging 3) walking 5) fitness testing
2) jump rope 4) exercising

10. How many times a week should you have CVA?

1) 1 3) 3 5) 5
2) 2 4) 4

11. If CVA was not required, would you choose physical education as an elective?

1) yes 2) no 3) maybe

12. What would you like to do more of during CVA?

1) speed walking 3) films/demonstrations 5) jog
2) exercising 4) fitness testing

13. Do you know how to swim?

1) yes 2) no

14. Do you like to swim?

1) yes 2) no 3) sometimes

15. Would you prefer separate swimming classes? (boys only/girls only)

1) yes 2) no 3) sometimes

16. How many times a week should you have swimming?

1) 1 3) 3 5) 5
2) 2 4) 4

17. If you had to take swimming <u>or</u> CVA, which would you choose?

1) swimming 2) CVA

18. Would you choose physical education as an elective?

1) yes 2) no 3) maybe

19. Are you enrolled in physical education next semester?

1) yes 2) no

20. Which Indoor Team Sport do you like the best?

1) basketball 3) floor hockey 5) volleyball
2) flickerball 4) team handball

21. Which Indoor Team Sport do you like the least?

1) basketball 3) floor hockey 5) volleyball
2) flickerball 4) team handball

22. Which Outdoor Team Sport do you like the best?

1) field hockey 3) soccer 5) speedball
2) flag football 4) softball

23. Which Outdoor Team Sport do you like the least?

1) field hockey 3) soccer 5) speedball
2) flag football 4) softball

24. Which Conditioning activity do you like the best?

1) free weights 3) jump rope 5) track & field
2) CVA 4) weight training machine

25. Which Conditioning activity do you like the least?

1) free weights 3) jump rope 5) track & field
2) CVA 4) weight machine

26. Which Swimming activity do you like the best?

1) boating-canoeing 3) fitness 5) water games
2) diving 4) scuba-snorkel

27. Which Swimming activity do you like the least?

1) boating-canoeing 3) fitness 5) water games
2) diving 4) scuba-snorkel

28. What American Red Cross Certified Swim activity do you like the best?

1) beginner 3) advanced 5) Water Safety Instr.
2) intermediate 4) lifesaving

29. Which Dance activity do you like the best?

1) aerobics 3) disco 5) square
2) creative 4) folk

30. Which Dance activity do you like the least?

1) aerobics 3) disco 5) square
2) creative 4) folk

31. Which Outdoor Individual Sport do you like the best?

1) archery 3) tennis 5) winter sports
2) cross country ski 4) jogging

32. Which Outdoor Individual Sport do you like the least?

1) archery 3) tennis 5) winter sports
2) cross country ski 4) jogging

33. Which Indoor Individual Sport do you like the best?

1) angling 3) riflery
2) bowling 4) gymnastics

34. Which Indoor Individual Sport do you like the least?

1) angling 3) riflery
2) bowling 4) gymnastics

35. Which Indoor Individual Sport do you like the best?

1) badminton 3) racquetball 5) table tennis
2) fencing 4) shuffleboard

36. Which Indoor Individual Sport do you like the least?

1) badminton 3) racquetball 5) table tennis
2) fencing 4) shuffleboard

37. Which of the following would you be interested in learning about?

1) karate 3) self defense 5) pickleball
2) judo 4) yoga

38. Which of the following would you be interested in learning about?

1) CPR
2) First Aid
3) curling
4) stress management
5) ultimate frisbee

***** KEY FOR THE FOLLOWING STATEMENTS *****

39. Physical Education teaches you how to relax.

1) strongly agree
2) agree
3) undecided
4) disagree
5) strongly disagree

40. Physical Education gives you a chance to meet other students.

1) strongly agree
2) agree
3) undecided
4) disagree
5) strongly disagree

41. Physical Education gives you the chance to work with other students.

1) strongly agree
2) agree
3) undecided
4) disagree
5) strongly disagree

42. Physical Education gives you a chance to enjoy other students.

1) strongly agree
2) agree
3) undecided
4) disagree
5) strongly disagree

43. Physical Education teaches you how to perform the fundamentals of different sports.

1) strongly agree
2) agree
3) undecided
4) disagree
5) strongly disagree

44. Physical Education teaches you an appreciation for skills, strategies, and game play.

1) strongly agree
2) agree
3) undecided
4) disagree
5) strongly disagree

45. Physical Education introduces you to different activities that you can do after high school.

1) strongly agree 3) undecided 5) strongly disagree
2) agree 4) disagree

46. Physical Education challenges you mentally in the learning of game rules, skills, and strategies.

1) strongly agree 3) undecided 5) strongly disagree
2) agree 4) disagree

47. Physical Education gives you a chance to relax.

1) strongly agree 3) undecided 5) strongly disagree
2) agree 4) disagree

48. Physical Education gives you a break from the academic classroom setting.

1) strongly agree 3) undecided 5) strongly disagree
2) agree 4) disagree

49. Physical Education gives you a chance to improve how you look and feel about yourself.

1) strongly agree 3) undecided 5) strongly disagree
2) agree 4) disagree

50. Physical Education gives you the opportunity to have fun.

1) strongly agree 3) undecided 5) strongly disagree
2) agree 4) disagree

51. Physical Education gives you the opportunity to help other students.

1) strongly agree 3) undecided 5) strongly disagrec
2) agree 4) disagree

52. Physical Education gives you the chance to exercise and consequently feel better.

1) strongly agree 3) undecided 5) strongly disagree
2) agree 4) disagree

Name _____ Homeroom _____

I.D.# _____ Year in School _____

Class Hour _____ Enrolled Next Semester _____

A. MULTIPLE CHOICE

| | | |
|---|---|---|
| 1. _____ | 19. _____ | 36. _____ |
| 2. _____ | 20. _____ | 37. _____ |
| 3. _____ | 21. _____ | 38. _____ |
| 4. _____ | 22. _____ | 39. _____ |
| 5. _____ | 23. _____ | 40. _____ |
| 6. _____ | 24. _____ | 41. _____ |
| 7. _____ | 25. _____ | 42. _____ |
| 8. _____ | 26. _____ | 43. _____ |
| 9. _____ | 27. _____ | 44. _____ |
| 10. _____ | 28. _____ | 45. _____ |
| 11. _____ | 29. _____ | 46. _____ |
| 12. _____ | 30. _____ | 47. _____ |
| 13. _____ | 31. _____ | 48. _____ |
| 14. _____ | 32. _____ | 49. _____ |
| 15. _____ | 33. _____ | 50. _____ |
| 16. _____ | 34. _____ | 51. _____ |
| 17. _____ | 35. _____ | 52. _____ |
| 18. _____ | | |

Name _____ Homeroom _____

I.D.# _____ Year in School _____

Class Hour _____ Enrolled Next Semester _____

B. SHORT ANSWER

1. What do you suppose are the benefits the school sees in requiring students to take CVA?

_____

_____

_____

2. What do you think of CVA?

_____

_____

_____

3. What do you suppose are the benefits the school sees in requiring students to take swimming?

_____

_____

_____

4. What do you think of swimming?

_____

_____

_____

5. What do you like best about physical education?

_____

_____

_____

6. What do you like least about physical education?

_____

_____

_____

7. How would you change physical education so it could be more fun?

_____

_____

_____

8. What sport activities do you do outside of the school setting during the

| summer | spring/fall | winter |
|---|---|---|
| _____ | _____ | _____ |
| _____ | _____ | _____ |
| _____ | _____ | _____ |
| _____ | _____ | _____ |

Thanks for your input.

APPENDIX I

WM. HORLICK HIGH SCHOOL
PHYSICAL EDUCATION DEPARTMENT PHILOSOPHY

# PHYSICAL EDUCATION DEPARTMENT

## Philosophy

The physical education program is a necessary part of the curriculum. As such, it must seek to contribute to the overall goals of the educational program of the Unified School District of Racine.

Each student is an unique individual with differing physical, mental, emotional and social needs.

Through teaching movement experiences, the students:

a. learn to express understandings of themselves and their environment
b. build organic fitness to increase strength, endurance, agility, flexibility, and capacity
c. become more proficient which allows them to partake more in a variety of life experiences

The students should have continuous learning experiences in physical education each year they are in school.

## Social Goals

1. Human relationship - respect, friendship, cooperation, courtesy, appreciation
2. Self-realization - inquiring mind, health knowledge, character, and recreation
3. Civic responsibility - active participation, tolerance, judgment, citizenship, social justice and law observation
4. Economic efficiency - protection, occupation, information, work, and choice

## Objectives

1. To develop and maintain maximum physical efficiency for healthful daily living
2. To acquire an appreciation of and a respect for fitness, a functional posture, and a sense of personal well-being
3. To develop an interest and a desire to participate in life-time sports for future life-time enjoyment
4. To acquire a knowledge and understanding of the sports, dances, and aquatics for future satisfaction
5. To express culturally approved patterns of personal behavior and interpersonal relationships in and through games, sports, dances and aquatics

Specific Objectives

1. To develop physical fitness, agility, balance, endurance, flexibility and strength
2. To offer a variety of experiences based on students' needs and interests in team and individual sports, aquatics, conditioning and dance
3. To experience sequential progression of specific skills and movement patterns in the above activities
4. To provide an interest in recreational activities through offering life-time sports
5. To assist and aid students in their daily needs, interests, and abilities
6. To develop enjoyment, relaxation, and appreciation through active participation
7. To encourage acceptable social development and sportsmanship through participation with others
8. To provide opportunities for the development of leadership
9. To provide activities which relieve frustrations and tensions in a socially acceptable way
10. To instill a good sense of personal hygiene
11. To promote an awareness of safety precautions through physical activity
12. To help the student develop more appreciation of sports as a competitor and as a spectator

APPENDIX J

PHYSICAL EDUCATION STUDENT QUESTIONNAIRE

PHASE II

PHYSICAL EDUCATION STUDENT QUESTIONNAIRE
PHASE II

NAME _____ HOMEROOM _____ SCHOOL _____
GRADE _____ STUDENT NUMBER _____ TOOK MAY '86 SURVEY _____
ENROLLED IN PHYSICAL EDUCATION NEXT SEMESTER _____

1. How many days should each unit be?
   ____a) 10 ____b) 12 ____c) 14 ____d) 16 ____e) 18

2. Do you miss CVA?
   _____a) Yes _____b) No _____c) Sometimes

3. Do you think that we should offer CVA as an elective unit?
   _____a) Yes _____b) No _____c) Maybe

4. Would you choose CVA as an elective, if it was offered?
   _____a) Yes _____b) No _____c) Maybe

5. If you had to take CVA, would you choose physical education as an elective course?
   _____a) Yes _____b) No _____c) Maybe

6. If CVA was not required, would you choose physical education as an elective course?
   _____a) Yes _____b) No _____c) Maybe

7. Do you like to swim?
   _____a) Yes _____b) No _____c) Sometimes

8. Do you like coed swim classes?
   _____a) Yes _____b) No _____c) Sometimes

9. Who do you think should be required to take swimming? (check as many as you think)
   ___a) 9th ___b) 10th ___c) 11th ___d) 12th ___e) none

10. If you had to take a swim unit, would you choose physical education as an elective course?
    _____a) Yes _____b) No _____c) Maybe

11. If swim was not required, would you choose physical education as an elective course?
    _____a) Yes _____b) No _____c) Maybe

12. Do you like coed physical education classes?
    _____a) Yes _____b) No _____c) Sometimes

13. Would you choose any of the following units?

| Unit | Yes | No | Maybe |
|---|---|---|---|
| Boating-Canoeing | _____ | _____ | _____ |
| CVA | _____ | _____ | _____ |
| Karate | _____ | _____ | _____ |
| Lifesaving | _____ | _____ | _____ |
| Team Games | _____ | _____ | _____ |
| Winter Sports | _____ | _____ | _____ |

14. Do you think we should offer an intermediate and advanced level unit in any of the following sports?

| Unit | Yes | No | Maybe |
|---|---|---|---|
| Badminton | _____ | _____ | _____ |
| Basketball | _____ | _____ | _____ |
| Softball | _____ | _____ | _____ |
| Tennis | _____ | _____ | _____ |
| Volleyball | _____ | _____ | _____ |

15. Do you like having all ages mixed together in an unit?
_____a) Yes _____b) No _____c) Sometimes

16. Do you like the elective method more than the block method?
_____a) Yes _____b) No _____c) No difference

17. Would you choose any of the following segregated units?

| Unit | Yes | No | Maybe |
|---|---|---|---|
| Aerobics | _____ | _____ | _____ |
| Aquacise | _____ | _____ | _____ |
| Basketball | _____ | _____ | _____ |
| Dance | _____ | _____ | _____ |
| Floor Hockey | _____ | _____ | _____ |
| Karate | _____ | _____ | _____ |
| Swimming | _____ | _____ | _____ |

18. How should the units be structured?
_____a) 9th and 10th together/11th and 12th together
_____b) all ages mixed together
_____c) mix equal numbers of all age groups together

19. Who should be offered the elective method? (check as many as you think)
___a) 9th ___b) 10th ___c) 11th ___d) 12th ___e) all

20. When choosing, should we vary the grade that gets to choose first?
_____a) Yes _____b) No _____c) Maybe

21. How do you like to choose your units?
_____a) block method
_____b) elective method
_____c) 9th and 10th block method/11th and 12th elective method

22. Do you like the present system?
_____a) Yes _____b) No _____c) Sometimes

23. Do you think that the teachers like the present system?
_____a) Yes _____b) No _____c) Don't know

24. Have the students attitudes changed since switching to the present system?
_____a) Yes _____b) No _____c) Don't know

25. Have the teachers attitudes changed since switching to the present system?
_____a) Yes _____b) No _____c) Don't know

26. How can we make physical education more enjoyable for you? Please comment. _____
_____
_____
_____
_____

27. GIRLS: what do you think about the Pool locker room facility? Please comment. _____
_____
_____
_____
_____

APPENDIX K

PHYSICAL EDUCATION STAFF QUESTIONNAIRE

PHASE II

PHYSICAL EDUCATION STAFF QUESTIONNAIRE
PHASE II

This is Phase II of my Master's Degree Research Project. I will be surveying our physical education staff, the guidance counselors and 400 physical education students on our present program.

Please fill out the following questionnaire and return it to me by next Thursday, January 15.

1. Do you think the present program is good?
   _____a) Yes _____b) No _____c) Maybe
   Comments: _____
   _____
   _____

2. Do you think having all ages mixed together is good?
   _____a) Yes _____b) No _____c) Maybe
   Comments: _____
   _____
   _____

3. Do you think most students like coed physical education classes?
   _____a) Yes _____b) No _____c) Maybe
   Comments: _____
   _____
   _____

4. Do you think that most students like coed swim classes?
   _____a) Yes _____b) No _____c) Maybe
   Comments: _____
   _____
   _____

5. How do you think most students feel about the present program?
   _____a) Like it _____b) Dislike it
   Comments: _____
   _____
   _____

6. How do you feel about the present program?
   _____a) Like it _____b) Dislike it
   Comments: _____
   _____
   _____

7. Are you enjoying teaching under the present system more or less compared to the old system?
_____a) More _____b) Less _____c) No difference
Comments: _____

8. How many days should each unit be?
___a) 10 ___b) 12 ___c) 14 ___d) 16 ___e) 18
Comments: _____

9. Do you think that we should offer CVA as an Unit?
_____a) Yes _____b) No _____c) Maybe
Comments: _____

10. If we would offer CVA, would you like to teach it?
_____a) Yes _____b) No _____c) Maybe
Comments: _____

11. Would you be interested in learning karate?
_____a) Yes _____b) No _____c) Maybe
Comments: _____

12. Would you teach karate if you had the background?
_____a) Yes _____b) No _____c) Maybe
Comments: _____

13. Do you think that if we offered segregated swim units more students might elect it?
_____a) Yes _____b) No _____c) Maybe
Comments: _____

14. Do you think more students will choose physical education as an elective now that CVA has been dropped as a requirement?
_____a) Yes _____b) No _____c) Maybe
Comments: _____
_____
_____

15. If we have an all elective system, should we vary the sequence as to who chooses first?
_____a) Yes _____b) No _____c) Maybe
Comments: _____
_____
_____

16. Which program structure do you like the best?
_____a) 9th and 10th together/11th and 12th together
_____b) all ages mixed together
_____c) mix equal numbers of each together
Comments: _____
_____
_____

17. Do you like the present system better than the old?
_____a) Yes _____b) No
Comments: _____
_____
_____

18. How should the students elect their activities?
_____a) block method
_____b) present method
_____c) 9th and 10th block method/11th and 12th elective method
Comments: _____
_____
_____

19. Do you think that students would choose the following?

| Unit | Yes | No |
|---|---|---|
| Aerobics | _____ | _____ |
| Boating-canoeing | _____ | _____ |
| CVA | _____ | _____ |
| Karate | _____ | _____ |
| Lifesaving | _____ | _____ |
| Winter Sports | _____ | _____ |

20. Do you think that we should offer the following as segregated classes?

| Unit | Yes | No |
|---|---|---|
| Basketball | _____ | _____ |
| Field Hockey | _____ | _____ |
| Floor Hockey | _____ | _____ |
| Swimming | _____ | _____ |

21. Do you think that we should offer an intermediate and advanced level course in any of the following?

| Unit | Yes | No |
|---|---|---|
| Badminton | _____ | _____ |
| Basketball | _____ | _____ |
| Softball | _____ | _____ |
| Tennis | _____ | _____ |
| Volleyball | _____ | _____ |

22. Who should we offer the elective program to?
_____a) 9th _____b) 10th _____c) 11th _____d) 12th
Comments: _____
_____
_____

23. Who should be required to take swimming?
_____a) 9th _____b) 10th _____c) 11th _____d) 12th
Comments: _____
_____
_____

24. Have you noticed a difference in student and/or staff attitudes since implementing the present program? Please comment.

_____
_____
_____
_____
_____
_____

25. Do you have any suggestions as to how to improve our program? Please comment.

_____
_____
_____
_____
_____
_____

Thanks for your time.

Sue

APPENDIX L

GUIDANCE COUNSELOR QUESTIONNAIRE

PHASE II

GUIDANCE COUNSELOR QUESTIONNAIRE
PHASE II

This is Phase II (follow up survey) of my Master's Degree Research Project. I will be surveying our physical education department staff, 400 physical education students, and all the guidance counselors to determine how they feel about the changes that have been made in our physical education program. (In October, we discussed, voted on and implemented the following: dropped the CVA requirement, required swimming only of 9th graders, adopted the elective system, and discontinued the segregation of students by grade level.)

Please fill out the following questionnaire and return it to me as soon as possible.

1. Do you think that most students like coed physical education classes?
   Yes _____ No_____ Maybe _____

2. Do you think most students like coed swim classes?
   Yes _____ No _____ Maybe _____

3. Which program structure do you think the students like the best?
   _____a) 9th and 10th graders together/11th and 12th graders together
   _____b) all ages mixed together in a class
   _____c) mix equal numbers of all ages together in a class

4. How do you think the students would like to choose their activities?
   _____a) block method
   _____b) all elective system
   _____c) 9th and 10th graders block/11th and 12th graders elective

5. Do you think that more students will choose physical education as an elective now that CVA has been dropped?
   Yes _____ No _____ Maybe _____

6. If swim was <u>not</u> required, do you think more students would choose physical education as an elective?
   Yes _____ No _____ Maybe _____

7. How do you think most students feel about the present program?
   Like it _____ Dislike it _____

8. Have you noticed an increase of students choosing physical education as an elective?

   Yes _____ No _____

9. Have you noticed a difference in student and/or teacher attitudes about physical education?

   Yes _____ No _____

10. Have you any suggestions or comments about how we could make physical education a more attractive elective?

_____

_____

_____

_____

I realize that this is one of your many busy times. . . Any consideration that you can give this matter would be appreciated.

Sue Chambasian

APPENDIX M

PHYSICAL EDUCATION INTERVIEW QUESTIONS FOR STUDENTS

PHASE II

PHYSICAL EDUCATION INTERVIEW QUESTIONS FOR STUDENTS

PHASE II

The students were interviewed concerning the revisions that were made in the physical education program, specifically curriculum content and class structure. And they were also asked how the revisions may affect their selection of physical education as an elective in the future. The interview was essentially unstructured and evolved from the following open-ended questions.

1. What do you think of the revisions made in the physical education program?

   a. CVA
   b. all elective system
   c. stratification of classes
   d. class offerings

2. How could we make physical education a more attractive elective course?

3. If you had completed your physical education graduation requirements and had room in your schedule, would you choose physical education as an elective? And why?

APPENDIX N

PHYSICAL EDUCATION INTERVIEW QUESTIONS FOR STAFF

PHASE II

PHYSICAL EDUCATION INTERVIEW QUESTIONS FOR STAFF
PHASE II

The staff was interviewed concerning the revisions that were made in the physical education program, specifically curriculum content and class structure. And they were also asked how the revisions have affected student and staff attitudes. The interview was essentially unstructured and evolved from the following open-ended questions.

1. What are your feelings about offering CVA as an elective course? Why?
2. Who do you suppose should be required to take swimming? Why?
3. How do you feel about having all ages mixed together in classes? Why?
4. Who do you suppose should be offered the elective system? Why?
5. Have you noticed a change in the staff or students attitudes concerning physical education? How so?
6. How would you rate the staff morale on a five point scale (one being low, five being high)? Why?

7. What needs of the staff or students are not being met?

   a. physically
   b. socially
   c. mentally
   d. emotionally
   e. recreationally